

**An Enquiry into Citizenship
Education curriculum and
pedagogy: the role of technology
and student voice.**

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i. Abstract

The research in this thesis explores Citizenship Education pedagogy at secondary school level in Ontario, Canada. Citizenship Education is a complex subject area and its teaching and learning within the classroom is contentious. The literature indicates the value of student voice and technology; however the ways in which these pedagogical tools can be incorporated into the Citizenship Education classroom have not been explored in great detail.

This study uses a Practitioner Inquiry approach within an Action Research model to investigate the research question; how can student voice and technology be used in the engagement of students within the subject area of Citizenship Education in the classroom. The methods developed and used to collect the data for the study served a dual purpose of engaging and empowering the participants within the research and were based on the ethical considerations of researching with young people. The thesis uses an adapted interpretive ecological framework for the conceptualization, interpretation, and analysis of the findings from the study. It provides a rich and detailed description of the context, processes, and considerations that are involved in incorporating student voice and technology within the Citizenship Education classroom through the Action Research design. The results show that student voice and technology can be used pedagogically to help young people construct their own meanings of citizenship and a Critical Citizenship Education framework was developed to support

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adoption of these approaches more widely. Future directions for research into the use of innovative approaches to the teaching and learning of Citizenship Education in the classroom are considered.

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Declaration

The following publications have been produced by the author of this research.

Papers in Refereed Conferences

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Chapter 1 – Introduction

1.1 Professional and Personal

My research journey is intrinsically intertwined with my professional journey into education. Even though my professional career did not start out in education, the importance of 'educational attainment' as a tool for empowering young people and having a positive effect on their futures has always been of importance to me. This is demonstrated in my active involvement, on a voluntary basis, with organizations with this objective, such as the Barnet Education Business partnership in 2002, an organisation that encouraged young girls in high school to consider careers in science related professions. This work became the foundation for my current work as a Program Counsellor, running an educational initiative that focuses on increasing the academic attainment of at risk minority youth in Canada. The students that are involved in the program are often disenfranchised youth that have become disengaged to the benefits of education, and are unable to see a viable future for themselves. Many are on the brink of dropping out of school or are just maintaining a pass grade. A fundamental necessity in my job is using innovative approaches as an attempt to engage this demographic of students in school.

During the initial stages of this job I began to observe a strikingly familiar pattern with regards to the attitudes and academic attainment of the minority students in Ontario, Canada to what I had noticed in the United Kingdom. This observation was the difference between minority youth in their countries of origin (Africa or Caribbean) or

first generation minority youth (young immigrant people), and those young people that were indigenous, that is either born in Canada (or United Kingdom). The first generation students tended to respect the idea of education, and strived hard to do well academically, which was in stark contrast to the second group of young people that seemed less than enthusiastic and struggled academically. I would like, however, to state at this point that these are generalizations and based on personal perceptions. However, it is this observation that began my research journey and my pursuit for answers via a PhD.

This chapter describes my professional background and personal motivations as a way of 'setting the scene', and to give an insight into the rationale for performing the research. Section 1.2 describes the origins and focus of my research. It provides the development of the research questions which evolved through initial engagement with the literature on Citizenship Education pedagogy. Section 1.3 describes the contextual circumstances of my research, and section 1.4 gives a brief overview of my thesis and what each chapter will incorporate.

1.2 Origins and Focus of the research

The origins of my research come from the area of interest that I posed in my initial research proposal; how could indigenous minority youth become as enthusiastic and driven with regards to their education and school as the first generation minority youth?

Initially, I began to investigate connecting students from an African country with students from Canada, to research how their interactions and relationships would or could affect the educational and general attitudes of the Canadian. The interaction and relationship building would be created through multimedia approaches such as videoconferencing and online classes or more innovatively through virtual worlds, in which a person could create themselves as an avatar and 'live' in a 'virtual world' providing the user with as 'near to real life' experience as one could achieve via technology. Preliminary investigations showed that this would not be feasible.

I began to engage with literature regarding subjects that would help students to explore empathy for others, a subject that would allow the students to experience life from another person's perspective, a subject that would cause the students to reflect on their own lives. I was exploring subjects that would evoke emotional responses, critical thinking, and camaraderie between the students involved in the course. In the process of investigating school subject areas in the U.K. and Ontario, I found the following statement on the Citized.info website, 'A curriculum for citizenship will be enquiry based, with students making connections between their own and others' experiences, learning to think critically about society and take action for social justice.' Hence began my search for a deeper understanding and knowledge of Citizenship Education and the Ontarian version of the subject, Civics Education.

I have continued to use the term Citizenship Education throughout my thesis, despite the fact that in Ontario the term for this subject area is Civics Education. There are two

main reasons for this decision. The first is a personal one, as I explained in section 1.1 of this chapter; my research is driven by my desire to help young people to gain a positive future through positive experiences in education. Due to this desire I believe the term 'Citizenship Education' aligns more authentically to my belief than Civics Education, a term which generally conjures up the idea of political understanding. Secondly, 'Citizenship Education' is referred to as a term within the Ontario curriculum for civics education, and so I have explored the term Citizenship Education in the literature.

I began to focus my research on the subject area of Citizenship Education, investigating the curriculum, pedagogical approaches, definitions, and different countries' interpretations of the area. I discovered that there were some overlaps with regards to the connotation of the individual words that are 'Citizenship' and 'Education'. The word 'citizenship', for example, can imply nationalism, politics, and even immigration, whilst the word 'education' also resulted in concepts of learning styles, the purpose of education, and educational systems in general. These ideas will be developed and discussed in further detail in the literature review in Chapter 2 of my thesis.

The results from this initial investigation, in addition to my preliminary beliefs, informed and directed the development of my research process. It became apparent through the literature on Citizenship Education that pedagogy of the subject was an area that needed further examination. Within Citizenship Education literature there is a 'call' for the active involvement of students in school life and the need for students to 'live and experience' democracy (Arthur & Davison 2000; Verba et al. 1997). This led to the notion of student voice, which also complemented the ontological underpinnings of my

research. However for students to be actively involved they also need to be motivated and engaged in the process. Further investigation of the literature on Citizenship Education pedagogy revealed that technology was a potential tool for teaching and learning; however there were gaps with respect to *how* it should or could be used in the classroom. The main areas of focus of the research therefore became the pedagogy of Citizenship Education, student voice, student engagement and technology. My research question became: How can student voice and technology be used in the engagement of students within the subject area of Citizenship Education in the classroom?

A Practitioner Inquiry (PI) approach was adopted through an Action Research (AR) design to investigate the research question. The choice of methodology was based on my dual role of researcher and educator. The AR design consisted of two cycles. Cycle 1 involved Activity 1 and Activity 2 which investigated student voice and technology respectively, whilst Cycle 2 involved Activity 3 which investigated combining student voice and technology. Practitioner inquiry is often conducted within context specific and individual studies (Lomax 1995: 50). The following section will describe the specific context of the research within this thesis.

1.3 Contextual circumstances of my research

The research in this thesis was conducted through my role as Program Counsellor for a School Board in Ontario. The program was designed as an educational support initiative to help minority students at risk of dropping out of high school. It was offered in 3 urban

high schools within the School Board District. The students were referred to the program by teachers, School Administration, fellow students or by self-referral. Involvement in the program was voluntary.

My role involved providing a link between home and school, and providing one to one academic support and individual counselling to help the students improve their academic attainment, behaviour, or attendance issues. These factors were having a negative impact on their education. I helped provide the students with tools to ask for help and to build relationships with their teachers. The students involved in the program were of minority background and tended to be second generation or greater African, Caribbean, or African American descent. Many of their personal circumstances were the primary cause of their educational problems. They were a mixture of male and female high school students ranging in age from fourteen years old to eighteen years old. The total number of students that were in the program was on average between 25 to 30 students. The students in the program took part in two cycles of my research.

My research was conducted to align with the objectives of the program. In Activity 1 the role of co-facilitators provided the students with leadership opportunity, whilst Activities 2 and 3 provided the students with exposure to a subject area that was relevant to their schooling experience. I was able to conduct my research with permission from the respective Principal of each high school, and I fulfilled the ethical guidelines as set out by the School Board, the University of Nottingham, and BERA (discussed in section 3.5.3). I had access to the computer laboratories in the high school to conduct Activities 2 and 3 of my research.

1.4 Thesis Overview

Chapter 1 has informed the reader of who I am and how this has greatly influenced the drive, choices, and direction of my research. I described how the literature informed my inquiries and how this allowed my research to unfold.

In chapter 2, I provide a literature overview of the five predominant areas that informed my research: Citizenship Education, Citizenship Education pedagogy, student voices, student engagement, and technology use in the classroom. The chapter provides a discussion and critical analysis of the literature on political theories and how they relate to the manifestation of Citizenship Education as a school subject and hence its curriculum. It explores the proposed learning theories of constructivism and transformative learning associated with Citizenship Education and how they are interpreted into Citizenship Education pedagogy. Finally student voice, student engagement and technology are presented respectively. The central argument for the thesis developed through analysis of the literature, is that for a complex subject area such as Citizenship Education, innovative pedagogies are required to engage students within the process of learning and active involvement. The chapter concludes with the development of the research question based on the central argument; how can student voice and technology be used in the engagement of students within the subject area of Citizenship Education in the classroom?

Chapter 3 gives an overview of my research with respects to its theoretical and methodological underpinnings. It presents my adapted ecological interpretive conceptual framework which ensures that the Action Research is grounded in the literature and not just activism (Levin & Greenwood 2011). It offers the rationale for the choice of a PI approach to investigating the research question. It provides full details of the ethical considerations and procedures that I employed, and concludes with a detailed description of the AR research cycles.

Chapter 4 gives a description of Cycle 1; Activities 1 and 2 which focused on the student voice and technology respectively. The chapter begins with an overview of Cycle 1 with a presentation of the plan, 'act & observe' and reflect stages for Activities 1 and 2, respectively. It concludes with a presentation of the findings from Cycle 1 which are used to inform the plan stage for Cycle 2 Activity 3.

Chapter 5 presents Cycle 2 Activity 3 that focuses on combining student voice and technology to engage students within the subject area of Citizenship Education. It begins by presenting the 'revised plan' for Cycle 2 based on the findings from Cycle 1 and a reengagement with the literature. This is followed by a detailed description of the plan, 'act & observe' and reflect stages of Cycle 2 Activity 3. The chapter concludes with a presentation of the results from Cycle 2 Activity 3.

Chapter 6 presents a discussion of the results. It provides a summary of the results from each cycle and a detailed discussion with a reflection on the current literature in the area. The findings from the research demonstrate that student voice and technology are engaging pedagogical tools within Citizenship Education. The research points to findings regarding young people's understandings of Citizenship Education, pedagogical processes of including both student voice and technology into Citizenship Education, factors that have an impact on incorporating technology into Citizenship Education teaching and factors that can impact levels of student engagement when using technology in the Citizenship Education.

Chapter 7 concludes my thesis. It provides a synopsis of the study. It presents the contribution to knowledge, the implications of the results, the limitations and suggestions for further research.

Chapter 2 Literature Review

2.1 Introduction

Chapter 1 provided the rationale for my research. The literature review in chapter 2 will explore the area of interest regarding Citizenship Education and how schools can teach this concept to students. The chapter begins in section 2.2 with a general background to Citizenship. It discusses the political theories that are associated with the notions of citizenship and how these notions manifest into civic engagement.

Section 2.3 provides a background to Citizenship Education, the rationale for its introduction as a discrete school subject and the complexity of definitions associated with Citizenship Education in general. It also provides a background to Citizenship Education in relation to the political and cultural tapestry in Canada with particular focus on the Ontario perspective - the context of the research.

Section 2.4 focuses on pedagogical practices of Citizenship Education. It discusses the rationale provided in the literature for the use of constructivist and transformative approaches to the teaching and learning of Citizenship Education and how it relates to notions of student engagement with student voice and technology as examples of possible strategies. It also discusses the significance of student engagement in relation to learning and its direct relationship to Citizenship Education and civic engagement.

Section 2.5 focuses on student voice and the rationale for its incorporation into the Citizenship Education classroom. Section 2.6 presents a background to the uses of technology in education. It discusses the relationship between technology, generational attributes and student engagement. The section concludes with a presentation of current uses of technology in the Citizenship Education classroom.

Section 2.7 concludes the chapter with a summary of the literature review and the development of the research question based on the conclusions drawn from the literature.

2.2 Citizenship

This section will focus on the general concept of citizenship as a basis for further exploration of Citizenship Education. Section 2.2.1 will discuss the different notions of citizenship; status, identity and changes in cultural diversity in nations. Section 2.2.2 will present different ways in which individuals are able to engage civically in a nation state and how this relates to generational and technological changes.

2.2.1 Political Theories and Citizenship

Citizenship is a complex concept. Whiteley (2003) states that citizenship 'is at central a political concept', whilst the conception of citizenship is viewed as the membership of an individual to their community or polity by others (Marshall 1949; Delanty 1997). It is

clear that within the political conceptions of citizenship there arise a plethora of issues ranging from the spatial domain in which citizenship is 'located' such as nationality or within the virtual world (Delanty 1997; Bennett 2008). Even the validity of different types of political engagement are questioned (Whiteley 2003). It is suggested by Delanty (1997) that models of citizenship are 'multi-levelled' involving four dimensions: rights, responsibilities, participation and identity (Delanty 1997). More recently the idea of a cultural dimension to citizenship has been expressed due to multicultural nations (Kymlicka 2011 & Thomas 2011).

The traditional models of citizenship have focused on citizenship as a status; liberal, communitarian, and republican (Mouffe 1992). The liberal view is based on a 'rights' approach to citizenship and emphasises the political and civil rights of the individual. This stance of the citizen emphasizes a commitment to an individuals' right to autonomy and liberty from the state or political community. It promotes the notion that authority can and should be questioned to allow for transparency of the political state (Kymlicka and Norman 1994). Marshall (1992) divided these 'rights' into civil (the right to free speech), political (the freedom to vote democratically) and social rights (the access to education, health and other social services). Olssen (2003) describes the main difference between traditional liberalism and neo-liberalism:

Whereas classical liberalism represents a negative conception of state power in that the individual was to be taken as an object to be freed from the interventions of the state, neo-liberalism has come to represent a positive conception of the state's role in creating the appropriate market by providing the conditions, laws and institutions necessary for its operation. In classical liberalism, the individual is characterized as having an autonomous human nature and can practice

freedom. In neo-liberalism the state seeks to create an individual who is an enterprising and competitive entrepreneur (Olssen 2003: 191).

Republican citizenship promotes active political participation and the idea of the 'common good'. Delanty (1997) describes this as a 'conservative model' of citizenship through which the citizen is seen to have duties, in particular political ones, which override the individual's private lives or needs. The citizen is viewed as dutiful to the state and some of these duties include taxation. Therefore it is the individual's responsibility to earn a living so that they pay taxes to the state. Critics of this view of citizenship, for example, Lister believe that it supports impartiality, which in itself results in the 'common good' being the interests of the more powerful groups of the society (Lister 1997). Civic republicanism, stresses not just the need for political participation, but also civic participation. Therefore, participation is not just based on an individual's duty to the state, but as an active process through which the individual helps in the 'building of society' (Delanty 1997: 300). Delanty (1997) describes this as the participatory model of citizenship and believes it to be closer to communitarism than republicanism.

The communitarian citizenship paradigm is based on citizenship that is obligatory. Kymlicka and Norman (1994: 363) describe this as 'Civil society theory'. Communitarian citizenship views the individual as part of a community with rights and obligations to that community. It emphasizes civility and self-restraint, which can be taught and regulated through associations and volunteerism through community associations, such as churches, environmental groups and charity groups. Those that oppose this paradigm

cite a concern with the definition of community; the question is who decides on the 'community', is it at a local, national, or global level, that the individual should be obligated.

It is through these fundamental concepts of citizenship that more contemporary theories have developed, due to the changing demographics of many Western or 'multinational' states (Kymlicka 2011). Cultural pluralists argue that Marshall's (1992) view that all members of a society can be treated equally through each individual having rights, is not possible and that many groups, women, immigrants or the disabled still continue to be excluded. This has resulted in the call for 'differentiated citizenship' (Kymlicka & Norman 1994: 370, Young 1995: 250), which emphasizes the development of 'excluded' groups forming larger groups through which these larger groups can have group rights for example multicultural rights. This can contradict the ideology of equality, which is at the essence of citizenship, that all should be treated equally.

The multi-faceted nature of citizenship and the idea of citizenship being about the relationship of an individual and the state, have led some political theorists to suggest that immigrants and newcomers to nations could be the best 'testing ground' for concepts of citizenship, especially as it includes the cultural aspect of citizenship and the contestation of citizenship being about birthplace (Brubaker 1989; Cesarani and Fulbrook 1996 and Kymlicka 1995). Birth place was once seen as the overriding distinction of whether a person was a citizen of a particular nation or not, a view Davies (1999) claims was established in the 18th Century. This view is definitely challenged by

the Canadian perspective of citizenship, in which the very word 'citizenship' is used to imply the changing of immigration status from that of a permanent resident to a Canadian citizen. This suggests that in the Canadian context 'citizenship' is as much about legal status than birthplace, identity or an individual's relationship with the state (Rubenstein 2003; 257). Within the Canadian context of citizenship, multiculturalism is therefore an essential component due to the diverse cultural and ethnic populations. Delanty describes Canada's citizenship as 'communitarian multiculturalism' (2002: 62), which means that groups are permitted to keep their ethnic affiliations and identities with minimal commitment to Canadian identity. Section 2.2.2 will focus on the how individuals of a nation state engage in political and civic actions; displays of citizenship.

2.2.2 Engaging Civically

It stands to reason, that how a person views themselves within their society will also influence how they engage within the political realms of that society. This leads to the questions of what is political (or civic) engagement and through what mediums does political or civic engagement occur? Adler and Goggin (2005) state that 'civic engagement refers to the ways in which citizens participate in the life of a community in order to improve conditions for others or to help shape the community's future'. Traditional paradigms of political theory describe civic engagement as voting, tax payment, and involvement in the community. In addition, communication within the traditional paradigms of political theory is orientated through traditional forms of mass communication, such as newspaper and television adverts. Generational changes,

multicultural nations and technological advancements are forcing a re-evaluation of what constitutes civic engagement, as current conceptions result in young people being viewed as deficit (Bennett et al 2009a). Young people are in fact civically engaged, however the language in which they express this engagement and their experiences is different (Roholt et al 2008: 108). Bennett et al (2009a: 109) describe 'young people' as those through which 'many observers began to detect important changes in the social and political orientations' in particular in post-industrial democracies (the late 1980s into the 1990s) and this shift continues today in current arenas where civic learning takes place in schools and online environments. The concept of civic engagement is closely linked to how an individual views themselves as citizen or their citizen identity. Bennett et al (2009) highlight two contrasting paradigms of citizen identity based on how young people view themselves in comparison to traditional views; the actualizing citizen (AC) and the dutiful citizen (DC). Young people view themselves as actualizing citizens (AC). Actualizing citizens have strong affinities to 'lifestyle politics' such as political consumerism and social activism. The 'political' networks that ACs join, tend to be through digital media, rather than mass media as with DCs (Bennett et al 2009). In contrast traditional citizens, who would fall into the paradigm of dutiful citizen, have a strong belief in democracy through voting and a duty to be involved in government. Information gathering occurs through mass media such as newspapers and the nightly news.

Roholt et al (2008) describe 'citizenship-as-identity' as referring to 'how individuals view themselves and express their membership in a particular political community' (Roholt et al 2008: 110). Roholt et al (2008) argue that this conception of citizenship as identity

needs challenging as they believe that young people themselves have a fluid view of their own identities and that this translates into the arena of their views and ideas of politics. They therefore offer an alternative view of a 'lived citizen' to account for this fluidity (Roholt et al 2008: 112). The 'lived citizen' suggests that citizen identity is a dynamic concept which can change depending on the situational context that the citizen is in and can therefore take a variety of forms. This notion of the 'lived citizen' is congruent with Bennett et al's description of the actualizing citizen. Roholt et al (2008) argue that because much of the research carried out on young people is still embedded in the traditional paradigms of the view of the citizen, in which the 'researchers define in advance what activities, behaviours and attitudes count as civic engagement' young people are often categorised as 'not politically and civically engaged' (2008: 111). Bennett et al (2009) also agree with this position and state that 'Citizen Identity is dynamic, and more than a single compelling citizen reality operates in many societies' (Bennett et al 2009: 107).

The method and approaches to civic engagement have also changed substantially due to the advent of technological advancement, for example networked groups only forming for a specified duration and a single political effort (Bennett 2000, Bimber 2000). Bennett (2000) describes this as 'cyber politics' (2000: 309). Research is beginning to show that young people accustomed to digital culture tend towards loose networks of affiliation and expression through the production of creative content by giving them a 'voice', which can be shared through their online networked communities (Bennett et al 2009, Jenkins 2006, Bimber 2000). The implications of how technology is allowing young

people to change the way in which they engage civically and to have a voice within political realms is an area for further research. Questions regarding how technology is being used by young people for individual civic behaviour, how technology can be used within the teaching and learning of citizenship and how technology is changing communication are being posed by researchers (Bimber 2000, Bennett et al 2009, Bennett 2000, Roholt 2008). Technology and its implication to civic engagement is important, the use of technology is an intrinsic part of this research and its implications with regards to the learning styles of young people will be explored further in section 2.6.2. In light of this background to citizenship, section 2.3.2 will analyse how political theory of citizenship has shaped Citizenship Education curricula.

2.3 Citizenship Education

Section 2.3.1 will provide a background to Citizenship Education and the rationale for its introduction in the school curricula of many Western Countries. Section 2.3.2 will provide an analysis of Citizenship Education and how it relates to political theories. This will be followed by a discussion of the education system in general in Canada and then more specifically section 2.3.4 will discuss Citizenship Education within the Ontario context and the educational system in Ontario.

2.3.1 Background to Citizenship Education

Citizenship Education as a subject area is difficult to define. The reason for this is its inextricable link with the ideology and definitions of 'citizenship' in its most general

sense as already discussed. There are two areas of debate in which the tension within Citizenship Education lie: the political, and the educational (Cammaerts & Van Audenhove 2005). However, it is first important to understand the rationale for its introduction into school curricula. Over the last twenty years (Osler & Starkey 2006), many developed democratic nations have experienced a reduction in election voting. Many countries, fuelled in part by media anecdotes, believe that there is a moral deficit and lack of civic and political engagement in young people. These 'observations', coupled with issues of religion and state in many parts of the world, have created a perceived fear of the demise of democracy (Hébert & Sears 2001; Bennett 2008; Osler & Starkey 2003). In order to counteract these trends Citizenship Education was introduced as a specific school subject through which young people could be taught how to be 'good citizens' (Hébert & Sears 2001).

Citizenship Education is a multifaceted subject. Proof of this can be observed directly through the variety of descriptions or meanings associated with the subject. Two of the leading Canadian researchers in the area of Citizenship Education define it as:

Our sense of identity, as well as our rights, duties/roles and responsibilities as members of communities. Now, when we think of citizenship, notions of civic engagement, democracy, diversity, equity, identity, inclusion, globalization and rights come to mind. Essentially, citizenship is more about the qualities and characteristics required for individuals to be active and engaged members of communities (Hébert & Sears 2001: 2)

Kerr initially describes Citizenship Education as being:

construed broadly to encompass the preparation of young people for their roles and responsibilities as citizens and, in particular, the role of education (through schooling, teaching and learning) in that preparatory process (Kerr 1999: 8)..

The Citizenship Advisory Group (Crick 1998) describes Citizenship Education as comprising of three strands; 'political literacy, community involvement and social and moral responsibility'. The complexity of Citizenship Education as a concept and subject is further explored by Kerr (2005, Kerr and Cleaver 2004) in which he concludes that, 'any definitions of citizenship education put forward are therefore the by-product of a larger, more wide-ranging debate about the changing nature of citizenship and its impact on the nature of modern society' (Kerr 2005: 76). He provides a variety of definitions of Citizenship Education based on notions of knowledge (Usher 1996), inclusivity (Arnot 1997, Lister 1997), rights and responsibility (Giddens 1994) or locality (Cogan and Derricott 2000). He also points out that these contentious models and definitions of Citizenship Education result in 'an incoherent vision and varied practice of citizenship education' (Kerr 2005: 76). The complexity of the subject area of Citizenship Education is witnessed by the array of terminologies that have been associated with the subject area, such as education for democratic citizenship (EDC) (Nussbaum 2002; Osler & Starkey 2006), cosmopolitan citizenship (Fullinwider 2001), Citizenship Education (Osler & Starkey 2001; Kerr 1999), and civics education (Torney-Purta et al. 2005). More practical definitions are often provided that relate to the purpose of Citizenship Education as found in education policy documents. For example the Department of Education and Employment, England states that:

Citizenship is more than a subject. If taught well and tailored to local needs, its skills and values will enhance democratic life for all of us, both rights and responsibilities, beginning in school and radiating out.

(Department for Education and Employment/Qualifications and Curriculum Authority 1999: 38).

Or as described in the Ontario curriculum for social studies which encompasses the civics education course:

Citizenship gives pupils the **knowledge, skills and understanding** to play an effective role in society at local, national, and international levels. It helps them to become informed, thoughtful, and responsible citizens who are aware of their **duties and rights**. It promotes their **spiritual, moral, social, and cultural** development, making them more self-confident and responsible in and beyond the classroom. It encourages pupils to **play a helpful part in the life of their schools, neighbourhoods, communities, and the wider world**.

(Ministry of Education Ontario 2005)

A deeper analysis of this definition will be provided in section 2.4 in relation to political and learning theories associated with Citizenship Education. This definition will be used as the basis for Citizenship Education within this research. The rationale for this choice is based on the context that the research is carried out within the Ontarian perspective and educational system.

This leads to an exploration of the interpretation of Citizenship Education into school curricula. Again, as discussed in this section because of the complex nature of Citizenship Education, there are many frameworks and approaches based on political theory that have been suggested for its interpretation into school curricula. Some of these interpretations will be analysed in the following section.

2.3.2 Citizenship Education Curricula and Political Theories

The frameworks to be discussed in this section are the most cited within the Citizenship Education literature and are by no means exhaustive. They have been chosen on the basis of providing a range of national contexts (United Kingdom, Canada, Mainland Europe) from leading theorists within these states. They also provide different perspectives on theoretical, ontological and cultural orientations that are associated with Citizenship Education. The frameworks attempt to highlight the most significant citizenship attributes that need to be addressed in Citizenship Education. These attributes have been described as dimensions of citizenship education. Through the discussion of the literature as provided in section 2.3.2, the frameworks will be mapped against five generic dimensions of citizenship; social, political, legal, economic and cultural. These dimensions combine the political ideologies of liberalism, communitarian and republican as discussed in section 2.1.

Kymlicka and Herbert are two of the leading Canadian Citizenship Education academics. Kymlicka (2001) developed a framework for Citizenship Education, in which he emphasized the needs for public reasonableness, a sense of justice, civility, tolerance and a shared sense of solidarity. Kymlicka's orientation is contemporary in orientation which is witnessed in the attribute of 'tolerance' as a priority and 'a sense of justice', which highlights the importance of social justice. Herbert (2007) provides a framework based on a more traditional paradigm of citizenship that encompasses the three main political ideologies of citizenship; national identity, political literacy, rights and duty and values.

Crick (1999), McLaughlin (1992), Osler and Starkey (1995) provide examples of leading Citizenship Education theorists in the United Kingdom. Crick's (1999) report produced for the Department of Education in England was the catalyst for the current educational debate on the subject of Citizenship Education in the United Kingdom and it reflects a period in the United Kingdom in which illegal immigration, religious freedoms and race were becoming major topics of debate. This is evident in the attributes he highlights as priorities; freedom, tolerance, fairness, respects for truth and respect for reasoning.

McLaughlin (1992) describes Citizenship Education through 4 elements; identity, virtues, political involvement and social prerequisites. He believes that within these elements there is a continuum that can be displayed from a minimum to a maximum and he criticises a one dimensional approach of viewing citizenship education. Crick, McLaughlin and Kymlicka's frameworks are based on humanistic and democratic visions of Citizenship Education.

Osler and Starkey (1995) provide a liberal perspective of a Citizenship Education framework that is based on two main dimensions; cultural and structural. The structural dimension involves the political aspects of Citizenship Education, whilst the cultural dimension prevents the alienation of minorities allowing differences to be shared and infused within the educational process. They believe that there should be a balance between these two elements of Citizenship Education.

Audigier's framework (1999) provides a European perspective on Citizenship Education. This perspective has been included because even though the United Kingdom is considered a part of Europe, certain factors, such as the United Kingdom's continued separation from the single European currency, sets it apart from mainland Europe. Audigier's framework, like Herbert's, takes a more traditional orientation to Citizenship Education. It includes political, legal, social, economic and cultural. The political and legal elements address rights and issues with respect to the political system and the law. The social dimension involves the relations between individuals and an understanding of the basis of these relations. The economic aspect relates to the production and consumption of goods and labour. Finally the fifth dimension; culture, addresses collective imagination and shared values.

As mentioned earlier, the frameworks provide guidance for translating Citizenship Education into the curriculum and the classroom. The frameworks are the basis for Citizenship Education themes or topics that are often used to explore a particular dimension or element of citizenship. For example UNESCO suggests themes of peace, non-discrimination, equality, tolerance, and respect for human dignity (UNESCO 2005), whilst the Scottish Educational Authority cites themes of political awareness, human rights, appreciation of diversity, sustainable development, and equalities (Learning and Teaching Scotland). Tolerance would be a topic used to explore the aspect of different cultures within the society and the need for respect of differences; where as social justice issues would be used to explore elements of 'fairness' or 'sense of justice'.

Table 2-1 maps the leading frameworks described in this section and themes used in the classroom against the five generic dimensions of Citizenship Education revealed in the literature; social, political, legal, economic and cultural. In addition, it illustrates how themes or topics which come from current Citizenship Education courses, such as UNESCO and the Scottish Educational Authority, as described in the paragraph above, can also be categorised into the five generic dimensions.

Table 2-1: Citizenship Education dimensions and their link to frameworks and classroom themes.

Generic Dimension		Social	Political	Legal	Economic	Cultural
Citizenship Education themes for the classroom		Human rights, social justice, equality	Politics, Government structure	Public policy and conflict	Sustainable development	Diversity, equality, peace
Theorist and Framework	Nation State					
Kymlicka - Public reasonableness, sense of justice, civility, tolerance and a shared sense of solidarity (Kymlicka 2001).	Canada	X	X	X		X
Hébert - National identity, political literacy, rights and duty, values (Hébert 2007).	Canada	X	X	X		X
Crick - Freedom, tolerance, fairness, respect for truth and respect for reasoning	United Kingdom	X	X	X		X

(Crick 1999).						
McLaughlin - Identity, virtues, political involvement and social prerequisites (McLaughlin 1992).	United Kingdom	X	X			X
Osler and Starkey - Cultural and Structural (Osler et al. 1995).	United Kingdom	X				X
Audigier - Political and legal, social, economic and cultural (Audigier 1999).	Mainland Europe	X	X	X	X	X

The theoretical underpinnings of Citizenship Education are important, but their foundations are often dependent on the national characteristics of the country in which the idea of ‘citizenship’ is being debated; as discussed earlier. The national characteristics that must be considered are, for example, the politics, history, culture, and even geography of the nation. The following section discusses this in further detail with a particular emphasis on Canada and the province of Ontario.

2.3.3 Education and Citizenship Education in Canada

The ‘politics’ of Citizenship Education pivots on the definition of citizenship, as mentioned earlier and how this definition can be translated in diverse and cosmopolitan nation states such as Canada is pertinent. The reason that this issue is of particular

importance in Canada and its provinces is due to its 'chequered' history of governance. Colonialism, issues between Francophones and Anglophones, land and settlement issues regarding the indigenous peoples, and more recently increased immigration from 'non-traditional source countries' in Africa, Asia, and the Middle East (Bourne & Damaris 2001; Reitz & Banerjee 2007). These factors are of great significance to Canada, as a nation built on immigration, and as a result, add to the debate regarding 'Citizenship' (Hebert 1999). Canadian citizens are from multiple national identities, religious orientations, and ethno-cultural perspectives and these issues are important in the subject area of Citizenship Education, as it brings issues of national identity, racism, religion, and culture into the debates of Citizenship Education (Kymlicka & Norman 2000; Reitz & Banerjee 2007).

Canada's political stance with regards to citizenship has been a complex one. Hebert and Sears describe four distinct periods of Citizenship Education in Canada, based on the political and national issues of the time period (Hébert & Sears 2001). From 1890 to early 1920s they describe the period of 'assimilation of children as a vehicle of nationalism'. This is reiterated by Clausen et al (2008: 36) who describe the need for 'Anglo-Canadian' attempts to 'inculcate a sense of belonging among citizens through an assimilationist approach to citizenship education' (Clausen et al. 2008: 36). This could be categorised as a republican citizenship paradigm, in which the 'common good' was that of the Anglo-Canadian, with no reference to, or relevance for, 'outsiders' to this group, such as indigenous people, Francophones, or even freed slaves. Hébert and Sears (2001) describe the second period of Citizenship Education in Canada as post World War II,

during which there was an emphasis on community service, duties, and responsibilities. This phase falls into the category of communitarian citizenship. This was followed by a period of contemporary citizenship that coincided with the first influx of 'non-traditional source' countries. Visible minority immigrants began to change the cultural tapestry of Canada and so there was a need for the understanding and respect of diversity within Canada in order to allow for a cohesive nation (Clausen et al. 2008). The fourth period, which began from the 1990s, is based on a liberal individualism paradigm of citizenship that was spurred on by the drive for economic progress as a nation. This is congruent with neo-liberal tendencies, which is based on allowing the nation to be driven by economic forces and markets (Hébert & Sears 2001), and so the focus is on the individual rather than on the collective citizens within the nation.

The complexities of Canada as a nation with regards to its geography, history, and culture are reflected in its education system. The geographical variants within the country vary greatly from east to west. The history of Canada draws upon Aboriginal, French, and British roots, and the immigrant nature of Canada as a nation invites a wide variety of cultures, languages, and ethnicities. As a result the purpose of education in Canada has been conflicted (O'Sullivan 1999; Sumara et al. 2001). Education in Canada is governed provincially by individual Ministries of Education that control the educational structure, processes, and curriculum development. The funding of education is the joint responsibility and negotiation between the federal and provincial governments; the provincial government raising funds through property taxes. However, the federal government attempts to influence the direction of educational policy in Canada. Indirect

funding by the federal government support initiatives that have an educational theme but are not linked directly to the educational system. For example it included funded exchange programmes which brought young people together from various provinces for leadership programmes. It has encouraged and funded bilingual programmes and multicultural and anti-racist education. Direct examples can be demonstrated in the funding of programmes and projects that follow the federal governments' agenda and have an influence directly related to the education system, such as increased funding to the teacher training programmes within Universities for increased numbers of second language teachers. In recent years there have been national debates regarding the purpose of education in Canada that have influenced provincial and federal educational policy. An additional conflict within the Canadian educational system that O'Sullivan (1999: 312) describes is that 'two conflicting paradigms for education, global economic competitiveness and global interdependence, have dominated educational debate in Ontario and in Canada, especially in the last 30 years'. The first paradigm falls into the educational theory of essentialism, i.e. the purpose of education is to ensure the survival of a nation by the teaching of subjects deemed as important to the progress of the particular society. The second paradigm described in the above statement describes the educational theory of progressivism, which is the betterment of the human beings in general, in this context due to their global interdependence (O'Sullivan 1999). This section has provided a backdrop to the debates with regards to Citizenship Education in Canada and how the national idiosyncrasies affect these debates. It has also provided a description of the educational debates that underpin the purposes of the education

system in Canada. The following section will further elaborate on the Ontario education system as a background to this research.

2.3.4 Education in Ontario

In Ontario, as in many other provinces, education has been inextricably linked with politics and public opinion. The current form of the education system in Ontario has been significantly shaped by the political parties that have held office in Ontario over the last 15 years. Prior to the election of the Conservative Party in 1995, the Ontario Ministry of Education promoted a child-centred view of education (Rapheal 1993). After 1995 the Ontario education system was marked by substantial cutbacks and the centralization of funding (prior to this time funding was directly collected by local school boards from property taxes). There was a shift from the 'un-assessed child-centred' approach of education to an 'objectives-based' outcomes assessed educational system, during which provincial tests were established in Grades 3 and 6 in 1997-98; assessments that are still continued with further introduction of provincial testing in Grades 9 and 10 which focus on literacy. This change was instigated due to the belief that Ontario students were substantially falling behind in comparison to students in other provinces; this was exemplified at the time by the results in 1991 from the International Assessment of Educational Progress (IEAP) (Rapheal 1993).

Since the change in Ontario government in 2003 to Liberal rule, there has been an orientation towards a more student focused paradigm demonstrated, in the

government's 2009 'Speak Up' Student Voice Campaign. This campaign encouraged students (with teacher facilitators) to bid for grants, on behalf of their school, of up to \$1500 to develop, coordinate, and complete student led projects which had the onus on improving student life, developing links with community and student engagement. Despite this 'fresh' approach by the Ontario Government, the objectives based approach inherited by the Liberal Government from the Conservatives, continues to influence the educational system with the continued implementation of provincial examinations of Grade 3, 6, and 10 students (Harris 2008).

There has been a strong link between public opinion and the Ontario educational system, which has allowed the public education system to be used as a platform by political parties attempting to enter into office. Livingstone et al (2002) found in his report 'Public Attitudes towards Education in Ontario 2002' that public opinion has shown a 'cyclical pattern' between satisfaction and disapproval, over the last 20 years in Ontario. The general belief registered by Bricker and Greenspon (2001: 149) was that the public viewed the educational system as 'the critical agent of social cohesion, the glue that binds society together'. This ideology is echoed in the Leithwood et al (2003) report 'The Schools We Need – a new blueprint for Ontario Schools'. The report was written and published prior to the departure of the Conservative Government from office. Public opinion was an important aspect of the report. One of five recommendations was that the 'vision' for the Ontario education system needed to be re-evaluated. They write:

The best case for public education has always been that it is a common good; a strong public education system is the cornerstone of a civil, prosperous, and democratic society. The quality of the public education system contributes directly to the quality of life that people enjoy, whether as parents, employers, or citizens; we all live with everyone else's children (Leithwood et al. 2003: 11).

This statement is congruent with the concept of transformative education, which is education of the 'whole person' and not just about knowledge accumulation.

This section has described the complex nature of the development of the Canadian and Ontarian educational system, due to political, national, and economic influences in its history. This has resulted in a nationally influenced, but provincially conceived approach to Citizenship Education. The next section gives an overview of Citizenship Education approach in Ontario.

2.3.5 Citizenship Education in the Ontario Curriculum

In the late 1990s many developed nations began to feel threatened by the idea of the demise of democracy brought on by increased immigration problems, voter apathy (especially in the younger generation), and a lack of social and civic engagement. In order to counteract this 'deficiency' many countries, including Canada, decided it was necessary to introduce the idea of 'citizenship' into schools. This resulted in the Citizenship Education debate and its introduction as a discrete subject in many western countries as a means to address this situation (Hébert & Sears 2001).

As described in section 2.3.4, even though education is under provincial jurisdiction, Citizenship Education in Canada (as with the general Canadian education system) has also been influenced by the federal government. In the case of Citizenship Education this influence is exerted via two federal departments. The first is Citizenship and Immigration Canada (CIC) and the second is Canadian Heritage. CIC was formed in 1994, 'to link immigration services with citizenship registration, promote the unique ideals all Canadians share and help build a stronger Canada' (Canadian and Immigration Canada 2008). The CIC is also concerned with the federal government's Multicultural Program that strives for the integration of Canada's large cultural tapestry. Canadian Heritage is 'responsible for national policies and programs that promote Canadian content, foster cultural participation, active citizenship and participation in Canada's civic life, and strengthen connections among Canadians' (Canadian Heritage, 2010). The federal government is also involved in the development of distributed educational material, for 'Canadian Studies' and 'About Canada'. Part of the reason for the involvement of the federal government in citizenship is due to the way citizenship is connected with immigration as described in section 3.2. There is a need for the cohesion of the diversity of the citizens in Canada as discussed earlier and this is the primary focus of the federal government with regards to citizenship (Joshee & Derwing 2005).

In 1999 the Ontario Ministry of Education introduced a compulsory Grade 10, half credit, civics education course. Incidentally, this situation in Ontario also coincided with a period of low public confidence in the Ontario education system and government, a public who in general believed that the value of education is to provide 'critical thinking

and the preparation for parenting and citizenship’ (Fullan et al. 2002: 12). Citizenship Education in the form of civics education in Ontario was, and still is, placed in the category of Canadian and World Studies, which is the geography and history of Canada. Even its placement within this educational discipline has been contested. Some theorists believe that it should be placed in the history curriculum (Granatstein 1998), others believe it should be a cross-curricular experience (Johnson 1997), and others believe that it should be a school-wide initiative built within the school ethos (Hébert & Sears 2001). The Ministry of Education placed civics education into the umbrella of Canadian and World Studies to ensure students explored citizenship in terms of Canada’s politics, geography, and history

‘In civics, students explore what it means to be a “responsible citizen” in the local, national, and global arenas’ (Ministry of Education Ontario 2005: 63). The word ‘citizenship’ appears in the curriculum document as three strands:

- **Informed Citizenship** – This involves the democratic and political aspects of citizenship.
- **Purposeful Citizenship** – This involves the notion of contribution to society, one’s place in that society, and the respect for others in the society that have different views from one’s own.
- **Active Citizenship** – This involves students learning how to conduct themselves ‘civically’ and to put this into practice.

Table 2-1 shows how these three strands link with the citizenship frameworks and suggested Citizenship Education topics that are used to explore the different elements of citizenship in the classroom as was shown in table 2-1. There is only one full page allocated for guidance on this subject in the Ontario's curriculum in comparison to 9 pages for geography, and 11 pages for history.

Table 2-2: Citizenship Education dimensions, theoretical frameworks, Citizenship Education themes in the classroom and their link with the Ontario curriculum.

Ontario Curriculum		Purposeful	Active and Informed	Informed	Active	Active and purposeful
Generic Dimension		Social	Political	Legal	Economic	Cultural
Citizenship Education themes for the classroom		Human rights, social justice, equality	Politics, Government structure	Public policy and conflict	Sustainable development	Diversity, equality, peace
Theorist and Framework	Nation State					
Kymlicka - Public reasonableness, sense of justice, civility, tolerance and a shared sense of solidarity (Kymlicka 2001).	Canada	X	X	X		X
Hebert - National identity, political literacy, rights and duty, values (Hébert 2007).	Canada	X	X	X		X
Crick - Freedom, tolerance, fairness, respect	United Kingdom	X	X	X		X

for truth and respect for reasoning (Crick 1999).						
McLaughlin - Identity, virtues, political involvement and social prerequisites (McLaughlin 1992).	United Kingdom	X	X			X
Osler and Starkey - Cultural and Structural (Osler et al. 1995).	United Kingdom	X				X
Audigier - Political and legal, social, economic and cultural (Audigier 1999).	Mainland Europe	X	X	X	X	X

This, in conjunction with its low level presence in terms of academic credits (half a credit), time allocation (half a semester), indicates the lack of status actually given to Citizenship Education, a subject that at its essence is strongly congruent to Ontario's purpose for education. It is not a surprise that research has highlighted inadequacies in the teaching of Citizenship Education and the 'level of ambiguity between 'what teachers say' and 'what teachers do' (Evans 2006a).

The contradiction between the 'rhetoric' of purpose and policy and the resultant effect of insufficient guidance in the classroom has been confirmed by Sears (1996). He claims

that very little is known about Citizenship Education behind the classroom door. He also points out that even though theory and curricula policy have been developing over the past 80 years to encourage critical thinking and issues-centred approaches to Citizenship Education, this has not translated into practice (Sears 1996). Hughes and Sears (2006) give a strong criticism of Citizenship Education in Canada, in comparison to other nations such as England, Australia, and the US. They provide evidence that Canada has not provided any support in capacity building, teacher development, and investment into research with regards to Citizenship Education.

More importantly this belief has also been echoed by students in a recent survey regarding student perspectives on civic education in Ontario. Students believe that the civics education course is 'unimportant and something that has to be endured'. The survey also highlighted teacher deficits witnessed and reported by students, for example in this quote by a student '...in the course the teacher treated it as though it was not necessary. [He felt] as though the teachers should be better assessed for teaching the course' (Scott & Lau 2009: 9). The following section will provide a greater discussion on the literature regarding Citizenship Education pedagogy.

2.4 Citizenship Education Pedagogy

Section 2.4.1 will provide a background to the use of constructivist and transformative learning theories for the teaching of Citizenship Education. Section 2.4.2 will present the significance of student engagement and how it relates to learning in general and then

more specifically to Citizenship Education. Section 2.5 will provide a background to student voice in education and then it will discuss how it relates to Citizenship Education and student engagement. Section 2.6 will conclude with a discussion on the background to technology use in education, the relevance of technology to young people today and its possible use as a medium to facilitate the incorporation of student engagement and student voice within the Citizenship Education classroom.

2.4.1 Citizenship Education and Learning Theories

The theoretical and philosophical underpinnings of citizenship and Citizenship Education are important, but *how* these ideologies are translated in the classroom is also of significance, so that children are able to utilize the information and skills learned in Citizenship Education in their daily lives as they develop into adults and throughout adulthood.

As previously stated in section 2.3.5 the purpose for Citizenship Education as proposed by the Ontario Ministry of Education is to give:

pupils the knowledge, skills and understanding ***to play*** an effective role in society at local, national, and international levels. It helps them ***to become*** informed, thoughtful, and responsible citizens who are aware of their duties and rights. It ***promotes their spiritual, moral, social, and cultural development***, making them more self-confident and responsible in and beyond the classroom. It encourages pupils ***to play*** a helpful part in the life of their ***schools, neighbourhoods, communities, and the wider world***. (Ministry of Education Ontario 2005)

Learning theories of constructivism and transformative learning theorise that participation is an essential component to an individual's learning process. This is

supported by the fact that there is a general belief within the international arena of Citizenship Education that 'best practice in citizenship education is broadly constructivist in character and must engage students in meaningful activities designed to help them make sense of, and develop competence with, civic ideas and practices' (Hughes & Sears 2006: 6). This is supported further by the IEA study of 90,000 students in 28 countries in which the results showed that 'schools that operate in a participatory democratic way, foster an open climate for discussion within the classroom and invite students to take part in shaping school life are effective in promoting both civic knowledge and engagement' (Torney-Purta, Lehmann et al. 2001: 40).

'Learning by doing' or a constructivist paradigm has been suggested as an appropriate pedagogy for Citizenship Education (Davies 2004; Jadallah 2000; Doolittle & Hicks 2003). Constructivist pedagogy is based on the philosophical paradigm of constructivism, a learning theory. This theory is based on three main principles:

- Learners construct understanding by themselves, in interaction with others and with their environment.
- Understanding is based on establishing relationships, which involves logical as well as socio-emotional connections.
- Establishing relationships depends upon prior knowledge (Schugurensky & Myers 2003: 12).

Constructivism as a learning theory was conceived by Piaget, though there are links with theorists of earlier generations. Piaget's view of constructivism is based on his view of the psychological development of the child. The child learns by discovery, the need to interact with their physical environment in order to construct or re-construct learning by this interaction (Piaget 1973). Piaget's version of constructivism focuses predominately

on the individual learner and does not take into account the social and cultural aspects that are associated with the learner.

Social constructivism as described by Vygotsky is an attempt to address this omission. The theory of social constructivism views learning as a process that is actively constructed. The construction of learning occurs through the interaction of the learner with his or her environment in addition to the interactions with the people in this environment and the social and cultural backgrounds of the learner (Vygotsky 1978). Another fundamental cohesion of the theories is that the learner needs to be motivated in order for learning to take place, and that this motivation should come from the interests of the learner (Ozer 2004; Huang 2002).

There is also a distinction between the roles of the teacher in regards to the different views of constructivism. For Piaget and Dewey (as cited in Huang 2002), the teacher's role needs to be that of a guide and facilitator in identifying experiences that will promote growth in the learner. Whilst for Vygotsky (as cited in Ozer 2004), the interaction between the teacher and student, and the students and their peers are as much of the process of learning and contributes to the context of the learning experience.

Constructivist pedagogy, therefore, is based on starting the instruction from the point of knowledge, attitudes, and interests that the student brings into the classroom. This

must be coupled with the provision of experiences that effectively interact with the characteristics of the students, so they can construct their own understandings (Howe & Berv 2000). So to be able to teach effectively, it is important to understand the 'domains of experience, the concepts and the conceptual relations the student possess at [that present] moment' (von Glasersfeld 2005: 5). This relates strongly to the idea of student voice within the classroom. Including student voice in the classroom provides a platform for eliciting and understanding the perspectives and experiences that the individual student brings into the classroom, and which therefore affects their learning experiences.

The concept supporting a constructivist approach to Citizenship Education is that the learning of democracy requires students to experience democracy within the contexts of their daily lives. By giving students this opportunity within the Citizenship Education classroom, they are able to construct meaning, and to navigate emotional and social connections and interactions with their peers in the classroom as a community of learners. These relationships will help to challenge or consolidate prior knowledge obtained from interactions outside the classroom.

This approach lends itself to the theory of 'transformational' curricula, which focuses on the development of the individual with significance placed on personal and social connectivity. A transformational curriculum involves collaborative inquiry and the learning process occurs simultaneously for the student and the teacher. The desired

outcome of this approach is the critical inquiry of political and social issues to institute change for the betterment of society (Evans 2006b).

Transformative learning theory was originally developed by Jack Mezirow (1990) in the area of adult education whilst he was investigating the retraining of women returning to work after maternity. Transformative learning is concerned with the development of the 'whole person' on an emotional and cognitive level, and includes the feelings, beliefs, attitudes, habits of predispositions, and actions (Biesta & Miedema 2002). Another way transformative learning occurs is:

If the individual critically examines [their] views, opens [themselves] to alternatives and consequently changes the way [they] sees things. [They have] transformed some part of how [they make] meaning out of world (Cranton 2002: 64).

The descriptions of transformative learning given above have close affiliation with the objectives of Citizenship Education in the Ontario school curriculum as stated at the previously in section 2.3.5, such as the promotion of spiritual, moral, social and cultural development. This is echoed in other parts of the Ontario curriculum documents:

'To identify and clarify their own beliefs and values, and to develop an appreciation of others' beliefs and values' and 'they will explore their own and others' ideas about civics questions and learn how to think critically about public issues and react responsibly to them' (Ministry of Education Ontario 2005: 5).

The similarities in the definitions of transformative learning and the Citizenship Education objectives, as described above, are 'clarifying beliefs and values' and 'react responsibly', which are mentioned in Biesta and Miedema's (2002) definition as 'the development of feelings, beliefs and attitudes', and 'actions'. The call in the Ontario curriculum for students to 'explore their own ideas and others' and 'to think critically' is related to Cranton's (2002) concept of the individual 'critically' examining their views. This is also supported by Hans in the statement that 'the version of citizenship education which emerged during the 1990s is distinguished by its forceful positioning as a core and transformatory element of compulsory schooling' (Hans 2006: 6). The idea of 'critical thinking' in transformative learning also supports the call for constructivist approaches, and the need for critical thinking in the teaching and learning of Citizenship Education as described previously. Brockbank and McGill (1998) believe that it is important for learners 'to become critical thinkers' for transformative learning and Sockman and Sharma (2008) suggest that the pedagogical approach taken requires that students are involved in dialogue, correct one another, and reflect on their own thoughts. This supports the concepts of participatory and active learning which are congruent with constructivist learning; a desired pedagogical approach to Citizenship Education already discussed.

Despite the evidence in support of constructivist and transformational pedagogical approaches to Citizenship Education, it is difficult to ascertain whether or not this type of approach is being used within the Ontario classroom in teaching Citizenship Education (Sears 1996). It is claimed by Osborne (1991) that teachers continue to teach

by 'transmission', which does not necessarily exclude an understanding of democracy, but it does not allow for democratic practices to be experienced by the students in the classroom. It is believed that this situation can be rectified or at least improved with additional teacher training, in particular in the area of Citizenship Education (Evans 2006b; Schugurensky & Myers 2003).

This is further supported by the literature that points to the fact that using constructivist and transformative approaches to teaching and learning, in Citizenship Education, occurs sporadically. Evans (2006b: 426) noted in his study that 'teachers' practices tended to reflect a stronger blend of transmission and transactional tendencies', which is more akin to knowledge acquisition and problem-solving skills that are directly in line with curriculum objectives, rather than a transformational one of social critique and improvement. The idea of a predominantly 'traditional' approach to Citizenship Education in current classrooms is also supported in a report by Torney-Purta and Lehman et al. (2001) in which they found that 'teacher-centred' methods, such as textbooks, recitations, and worksheets still dominated Citizenship Education classrooms (Davies & Issitt 2005; Clausen et al. 2008). It has also been found that the effectiveness of critical pedagogies such as debate and discussion, are dependent on the confidence of the teacher that is using the method (Arnot et al. 1996). In order to overcome this issue, England has implemented training of teachers specifically in the area of Citizenship Education (Hughes & Sears 2006). Hayward and Jerome (2009: 13) report on the House of Commons Education and Skills Committee, which provides evidence that having specialized Citizenship Education teachers is having a positive impact on the

‘quality of the subject in schools’. In addition, Citizenship Education teaching that was viewed as ‘outstanding’ by Ofsted Inspectors was witnessed primarily by Citizenship Education teacher specialists (HMI 2010). As a result there has been a continued call for increased training of Citizenship Education teacher specialists (Blunkett 1999, House of Commons Education and Skills 2007).

The following section will develop the importance of student engagement in the motivation of young people in the learning process. It will continue to discuss how this relates specifically to the learning of Citizenship Education. It introduces the rationale for the use of student voice and technology for the engagement of young people in the Citizenship Education classroom.

2.4.2 Student Engagement and Citizenship Education

Student engagement in schools is fundamental in producing positive contributing members or citizens of society. This is true irrespective of the definition of contributing member, whether viewed economically, socially, or politically. The fundamental underlying ethos of Citizenship Education, irrespective of any particular ideological position, is to attain a better society for all. Therefore, a central goal of the educational process is to ensure that all students are engaged in school and the classroom in order to achieve success, which in turn gets translated into their lives upon leaving compulsory education (Libbey 2004). The engagement of students in the classroom, while important in education in general, is essential in a complex subject area such as

Citizenship Education, which deals with contentious issues such as democracy, civic engagement, and diversity. Student engagement in the subject of Citizenship Education helps motivate the student to become an active participant who is able to construct his or her own meaning of the subject.

Student engagement is important because it is linked to effective teaching and learning practices which result in academic achievement. There are many studies that link student academic success with higher student engagement in the forms of class participation and activities and general school participation (Finn 1993; Klem & Connell 2004). Levin (2000) also emphasises the importance of student engagement especially for 'outsider' groups or disengaged students within schools:

A special point must also be made about the importance of engagement and active learning to those students who are least successful in schools. A considerable body of evidence shows that disadvantaged students tend to receive the least interesting, most passive forms of instruction, and are given the least opportunity to participate actively in their own education (Levin 2000: 164).

There are many terms and constructs of student engagement. Libbey (2004) gives a wide array of definitions and a variety of variables that have been used in research to measure the constructs. These definitions included, but were not limited to, the following terms: positive orientation to school, school involvement, school engagement, and student engagement. Jessor et al. (1995: 925) utilised the term 'positive orientation towards school' and measured students' attitudes towards school and their personal value in their academic success. Whilst in Ryan and Patrick's (2001) study of student

engagement, they measured self-regulated learning and disruptive behaviour as indicators.

In Yazzie-Mintz's report on high school student engagement, the author gives a description of student engagement which highlights important factors.

Student engagement can be described as the student's relationship with the school community: the people (adults and peers), the structures (rules, facilities, schedules), the curriculum and content, the pedagogy, and the opportunities (curricular, co-curricular, and extracurricular) (Yazzie-Mintz 2007: 1).

There are many ways in which a student may engage with the school community; the degree to which a student is "engaged" in school is dependent on the quality, depth, and breadth of the student's relationship with these various aspects of the life and work of the school. There is further support for the belief that 'meaningful and engaging pedagogy and curriculum' is instrumental in student engagement and therefore success in school (Klem & Connell 2004: 262).

Student engagement in the classroom can also be conceptualised as a student's motivation with regards to tasks within the classroom. It is believed that engagement and disaffection equate to observable motivation and can therefore be directly observed in classroom behaviours (Skinner et al. 2009). This motivational conceptualization of engagement and direct observations can be captured through on-task behaviour and off-task behaviour. On-task behaviour exhibits itself as students taking the initiative to participate in class. These are demonstrated by raising their hand

voluntarily to answer questions, on-task working such as reading or working on problems intently or passively in the forms of listening to the teacher or their peers answering questions. Off-task behaviours include interrupting their peers or teacher by asking non-related questions, disrupting the class, or daydreaming (Skinner et al. 2009). Features of engagement have been successfully captured in the classroom using direct observation (Marks 2000). Skinner et al. (2009) also capture student engagement within the classroom by comparing in class direct observations made by teachers against students' reported engagement in a questionnaire. They found close correlations between the two. Engagement within the classroom is important as it provides insights into the activities and materials that are able to produce actual learning of a subject.

The concern for student engagement with regards to Citizenship Education has been highlighted in the literature, due to the belief that its introduction into the curriculum and the current approaches to the teaching and learning of it in the classroom have not engaged students to the concepts of Citizenship Education (Selwyn 2007; McFarlane et al. 2002; Scott & Lau 2009). It is this concern that has fostered debate with regard to the changing notions of citizenship for young people and how this change needs to be addressed within Citizenship Education as a school subject in order to truly engage students.

The link between student engagement and Citizenship Education has two components to the discussion. The first component relates to the desired outcome of Citizenship Education, which is an active participatory citizen within a democracy; a civically

engaged citizen. The second component relates to the translation of this outcome into the Citizenship Education classroom which is a student engaged in the learning process of the subject area. Both these components have a strong connection with the generational attributes of young people in educational systems today as explored in the literature in section 2.6.2 regarding civic engagement and the discussion of learning styles and engagement in the previous paragraphs. These generational attributes have been cited as the reason for a deficiency in young people with regards to civic engagement, which is an important aspect of Citizenship Education (Rahn & Transue 1998; Putnam 2000; Paxton 1999). However, there is evidence that it is not a deficiency; it is just that young peoples' constructs of citizenship are viewed differently from the traditional constructs of citizenship. It has become more individual and it is the interrelation between the individual's relationships, commitments, identities and involvements with their groups, networks, and global community that underlies their conception of citizenship (Delanty 2000; Stolle & Cruz 2005). Young people, participate in a range of different [citizenship] practices, such as the family, peers, school and college, leisure, work, and the media. These provide 'qualitatively different opportunities for action and hence different opportunities for learning from action' (Lawry & Biesta 2006: 43).

The rationale for the use of technology in the Citizenship Education classroom is supported by Bennett (2003). Bennett (2003) explores the link between civic engagement and generational attributes and he believes that it is important for new pedagogical approaches such as technology to be incorporated into Citizenship

Education as an impetus for improving civic engagement in the younger generation. He believes that there is strong evidence to support this idea, 'research indicates that not only do students prefer interactive learning environments, but that these environments matter for the translation of civics skills into civic practice', and that this can be achieved within the classroom by 'providing learners with tools to experience actual civic practice in the learning environment' (Bennett 2003: 22).

'Actual civic practice in the learning environment', could be facilitated through student voice. Student voice as an engaging pedagogical tool has been advocated within the literature because it permits students to construct meaning and results in an increased motivation to take an active involvement in their learning (Kincheloe 2007; Macbeath et al. 2003). In addition, student voice allows young people to explore democratic practices within schools and classroom settings, which is congruent with Citizenship Education:

A democratic classroom climate is one in which students are encouraged to investigate and express diverse views on social issues. Interest in this concept grows out of a tradition in democratic education that rests on John Dewey's and others' beliefs that for young people to become active, involved citizens in a democracy, they ought to experience democratic dialogue and open inquiry in their classes (Hahn 1998: 177).

The reasoning for experiencing democracy in the classroom and at school in general, is that young people will continue to be involved in democratic practices throughout their lives and be active participants in a democratic society (Oliver & Shaver 1966; Hunt & Metcalf 1968; Engle & Ochoa 1988; Parker 1996). Lincoln (1995: 41) argues that for this to be fulfilled children need to be able to experience this within the 'laboratory of their

school education'. The following section will discuss the background to student voice in education and build on the rationale for its inclusion specifically in the Citizenship Education classroom.

2.5 Student Voice in Education

The concept of student voice within the educational arena is far from a novel ideology. Rudduck and Fielding (2006) give examples of progressive educationalists, who as early as the 1920s founded their school's culture on the ideology of students taking an active and contributory involvement in their own education. Noyes (2005) cites the United Nations Convention on the Rights of the Child as the birth (or rebirth in light of Rudduck and Fielding's observations) of the student voice movement. Cook-Sather explains that 'student voice' as a term is used 'to capture the range of activities that strive to reposition students in educational research and reform' (Cook-Sather 2006: 369).

Figure 2-1 shows a classification of student voice work in education as put forth by Thiessen (1995). There are three main classifications or 'orientations' within the dynamics of student voice work: Life in the classrooms and schools, student identity, and classroom and school improvement (Thiessen & Cook-Sather 2007). The diagram shows the overlap of classifications of the domains of student voice work and the variety of roles that students, within student voice work, are placed, such as students as decision makers and students as researchers. The research in this thesis encompasses aspects from each of the three orientations of student voice work as described by Thiessen (1995). The research is located within the classroom and involves themes of

interaction with peers and teachers and teaching and learning (orientation 1: life in the classroom and school). The research involves themes of curriculum, learning and teaching, students as decision makers and students as researchers, which are categorised in orientation 3: classroom and school improvement. The aspects of student diversity and student inclusion are encompassed in the research due to the subject area of Citizenship Education and the involvement of at risk students in conducting the research which will be discussed in further detail in chapter 3.

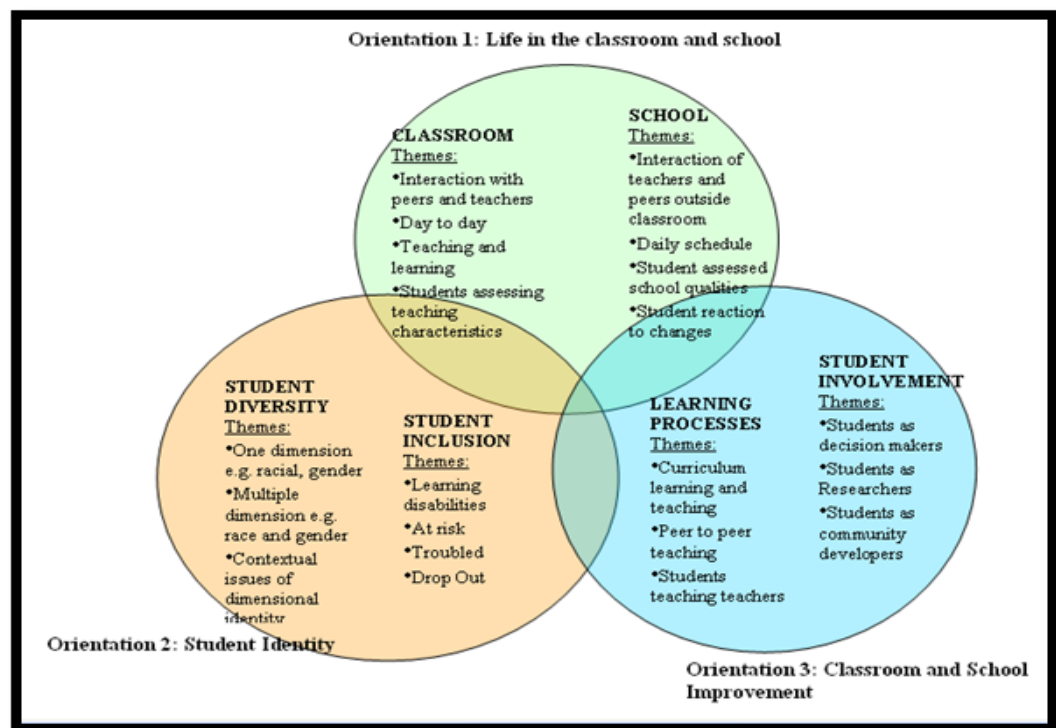


Figure 2-1: Student voice in education adapted from Thiessen 1995.

One rationale for student voice within education is the potential it presents for transformative learning for the students involved, in particular the approach of students as researchers, which is based on a participatory paradigm (Fielding 2004). It is an

engaging process for a young person which permits them to construct meaning and as a result increases motivation for further active involvement in their teaching and learning (Kincheloe 2007; Macbeath et al. 2003). Students are able to experience an array of roles that they would not otherwise be able to experience in a traditional educational setting, such as 'critic, inventor, or even technology design partner' (Druin & Fast 2002:20). Additionally the research process is often enhanced by the input of young people, due to the inclusion of their unique perspectives on many educational issues (Petrie et al. 2006; Green 1987).

There are however, several concerns that have been identified by supporters, such as the power differential in current school structures that would hinder the confidence of students to bring forth their voices (Lincoln 1995). Fielding warns against the 'fad' of student voice in education and calls for the authenticity of the 'voice' to be ensured by careful implementation of student voice work in order that their involvement is not perceived as tokenistic (Fielding 2001a; Fielding 2001b; Petrie et al. 2006). This can be prevented, or at least minimized, by approaching the research with respect and understanding which would allow for true empowerment and development of the participants (Cornwall & Jewkes 1995).

This section presented the rationale for student voice within education in general. The following subsection will focus on the rationale for student voice within Citizenship Education specifically.

2.5.1 Student Voice and Citizenship Education

There are three main rationales for advocating student voice in the Citizenship Education classroom. These rationales are based on the evidence from the literature that has been discussed in previous sections of this literature review (section 2.4.1, section 2.4.2 and section 2.5). The first rationale is its congruency with constructivist and transformative learning approaches which have been advocated as being appropriate for the teaching and learning of Citizenship Education (section 2.4.1). The second rationale is the democratic process that student voice is able to introduce into the classroom which is an important aspect of Citizenship Education, so students experience democracy 'first-hand' (section 2.5). The third rationale is its potential to increase the engagement of students in the classroom, which increases their motivation to learn and as a result increases their understanding and interest. This in turn can translate into increased civic engagement outside of the classroom an objective of Citizenship Education (section 2.3.1).

Transformative and constructivist learning approaches to Citizenship Education were discussed in section 2.4.1. The potential of student voice as a pedagogical tool to integrate these two learning theories into the Citizenship Education classroom is based on the fact that the perspectives of the learner are essential to the learning process. This learner perspective can be included if student voice is utilised in the classroom. It is suggested that 'effective citizenship education should somehow incorporate or start

from that which is already important to the majority of young people' (Supple 1999: 14). An ideal approach to gain the perspectives of young people and start the learning process from their perspectives is by using student voice within the Citizenship Education classroom. The use of student voice in the classroom as a pedagogical tool in Citizenship Education would also allow students to construct their learning, which is a constructivist approach to learning. It offers an exploration of diversity, inclusion, and equality by default due to the individual perspectives, cultures, and beliefs that each student's input would bring to the learning experience. Students would learn from each other and would have the opportunity to practice Citizenship Education within their classrooms by learning how to respect their differences and critically analyse their own values. Warwick (2008: 27) supports the idea that Citizenship Education requires a particular type of pedagogy, which will enable 'education *as* citizenship rather than a didactic provision of education *about* citizenship'.

The second rationale for using student voice within the Citizenship Education classroom is the basis of democratic schooling. Democracy is an important element of Citizenship Education, therefore, student voice supports and facilitates the teaching of Citizenship Education (Apple & Beane 1995). Covell et al. (2008: 334) state that Citizenship Education is seen as the 'key means to sustain and enhance democratic and human rights respecting attitudes and behaviours in schools and in societies'. There is now evidence supporting the idea that 'when children are respected as citizens they demonstrate the values, skills and behaviours that define active citizenship', and when children's rights are 'respected in classrooms and schools, then they are much more

likely to think and behave as rights-respecting citizens' (Covell et al. 2008: 327). This is also supported by other work in the field of student voice (Rudduck 2003; Osler & Starkey 2006).

The final rationale for the use of student voice within the Citizenship Education classroom is that of student engagement. As discussed in section 2.4.2, students are more engaged in their learning if they are involved in the process. If the introduction of student voice within the classroom of Citizenship Education can result in transformative learning, which is affiliated to a constructivist approach to learning, and supports the ideology of democracy, then student voice has the potential to increase the engagement of young people with regard to their education thus making them more successful in school. This increased learning, understanding, and transformative experience will result in higher achievement at school, which in turn translates to the production of respectable and contributory members of society; an objective of Citizenship Education (Hébert & Sears 2001; Crick 2000).

The following section will provide a background to the use of technology in education in general. It will continue with an exploration of the relevance of technology to young people and how it has the potential to address the issues of student engagement and student voice within the CE classroom.

2.6 Technology in Education

Section 2.6.1 will provide a background to the use of technology in education and will provide some examples of issues associated with technology use in the classroom in general. This will be followed in section 2.6.2 with a discussion of learning styles and generational attributes and how these tie in with the use of technology as a tool for student engagement in the classroom. Section 2.6.3 will conclude this section with a specific focus on current uses of technology in the Citizenship Education classroom.

2.6.1 Background to Technology in Education

The presence of technology in secondary education began in the eighties and its presence has increased and diversified over the decades. The use ranged in scope from traditional Web 1.0 uses to the world wide web as a means of accessing information from the internet (Web 1.0) to the use of Web 2.0 applications such as social networking tools to user-generated content and software as learning tools in the classroom (Paas & Creech 2008; White 2005). This expansion of use has also been driven in part by Government policy of many Western countries such as the United States, United Kingdom and Canada, which in the early 1990s emphasised the move from the industrial society to an information society and more recently from an information society to a knowledge society (Strong 1995). This shift in the contribution that an individual makes in their society has been due to the change in the expectations of an individual in society. There has been a shift from knowledge that was based on learning facts and information that could be regurgitated when needed, into having the ability to

investigate and discover new and relevant data and being able to generate information from that data. This has been described as a move from the information society to the knowledge society (Pelgrum & Plomp 2005; Strong 1995).

Many national technology educational policies at the beginning of this decade were centred upon hardware and connectivity of the schools within their educational systems. Great strides have been made in this respect for example in North America. Virtually every school in the Kindergarten to grade 12 (K-12) has internet access; Mexico has given every teacher a laptop and is adapting its teacher training courses to support technology use in schools (Patrick 2008). In Canada there is no national education department and as a result technology educational policy has been carried out on a provincial basis and is reliant on the coordination between provinces to drive connectivity. In 1997 a federal government initiative aimed to make Canada the most connected country in the world by 2000 (Government of Canada Information Highway Advisory Council 1997). The policy also focused on training for citizens and enhancement of services and applications (Ramirez 2001). In 1997, Canada was described as 'one of the most internet connected countries' and so it could be agreed that it achieved its goal as being the most connected country in the world. This is also reflected in the classroom with the Government investing large sums into technology in schools (Milton 2003: 2). However this drive has been described as 'waning' and new initiatives are being investigated due to the onset of WiFi (Powell and Shade 2006: 385).

It has been suggested that this drive for 'connectedness' in Canada is due to the fact that technology has the potential to help close the achievement gaps between socioeconomic groups in education by improving the standard and quality of teaching and learning in the classroom. However despite this investment there appears to be a growing achievement gap between socio-economic groups (Milton 2003), this perceived failure of technology to address the gaps in achievement has resulted in the call for new pedagogies and theories that allow for the effective integration of technology in the classroom in general (Milton 2003; Breuleux 2001; Paas & Creech 2008; Kozman 2005).

More recently Canada has been focusing on the improvement of digital content and instruction. There has been an increase in teacher training in the area of technology use in education and there has been an investment in online learning with more than 25000 students in Alberta enrolled in online courses (Patrick 2008). These positive actions described demonstrate a change in how technology in education is being viewed within Governments and supports the idea that technology may still create reform in educational systems by changing the way education is perceived, delivered and assessed (Pelgrum & Law 2008).

One of the main objectives of an education system is to prepare its young children to function and contribute to their society as adults. It is for this reason that education is valued as a major means to achieve the preparation of citizens for a knowledge society. Therefore, in most western countries young people are required to obtain a compulsory education. This makes schools the ideal vehicle for building technology knowledge in a

society (Tondeur et al. 2006). This belief has resulted in high levels of government investment in technology in education by many western countries and the development of educational policies to support this investment (Milton 2003; Breuleux 2001; Pelgrum 2001). Hawkrige (1990) argues that the drive behind technology educational policies is based on four different rationales:

- Economic – This is the need for a skilled knowledgeable workforce.
- Social – The need for well-informed citizens that are able to utilise technology for example for economic competitiveness of the nation and digital communication.
- Educational – As support tools for teaching and learning.
- Catalytic - To drive innovative products and services in education and society.

(Hawkrige 1990: 6)

Technology in education not only manifests itself as a subject in the curriculum, but also as a tool for multidisciplinary uses, for example as an information resource, for supporting classroom-based activities (as described) or distance/online learning (Paas & Creech 2008). The increased ability of technology to allow for remote collaboration has even resulted in speculations of it driving educational reform (Pelgrum 2001; Breuleux 2001). In terms of teaching and learning, it is the idea that technology is able to engage and motivate learners, increase 'higher order' thinking of students and even help teachers teach more effectively that drives the debate for its inclusion into the teaching and learning of any curriculum subject (Tondeur et al. 2006; Higgins 2003).

The revolutionary idea that technology will radically transform education (Papert 1980; Stonier & Cronin 1985; DfEE 1997), however is being called into question as discussed

earlier due to the evidence that technology is not being used in school classrooms to the extent originally anticipated (Tearle 2003; Luckin et al 2012). It is for this reason that some believe that technology integration into education is an evolutionary process, which will progress over time and has been described as moving through a spectrum of diffusion into education due to a variety of issues that relate to the implementation of new ideas or concepts in an organisation (Tearle 2003b, Tondeur et al 2007). This evolutionary process begins at the first level of the spectrum, 'substitution'. Technology is used to substitute for traditional teaching and learning tools that are predominantly teacher centred and orientated and corresponds to educational policies that are focused on capacity and connectivity. The next level is 'transition' in which concepts and frameworks for technology integration and new instructional methods are investigated and implemented in the classroom. This corresponds to a change in educational policy that supports teacher training that focuses on student – centred teaching and learning. The final level of the spectrum is transformation in which technology will be used creatively, innovatively and in completely new instructional situations in a student centred educational environment. This level would correspond to changes in educational policy towards curriculum and assessment that no longer focuses on knowledge assimilation but knowledge production (Breuleux 2001; Pelgrum & Plomp 2005).

The current levels of technology within classrooms are evident in research of recent literature. Internet access has increased, and there has also been a simultaneous increase in educational innovations, such as online educational games which no longer

require software to be uploaded (see for example www.gamesforchange.org) and real-time real-world learning such as National Geographic's Congolese trek in which the user follows an exploration of the jungle (www.nationalgeographic.com/congotrek360/index.html [last accessed 13/8/2013]). There are also virtual worlds and simulations, for example Quest Atlantis and Sims City, through which users are able to 'live' out a life and view the consequences of their actions. These examples serve as a demonstration that the implementation of technology integration has evolved from mere internet connectivity into best practices for the incorporation of these novel pedagogical tools into the classroom. However despite these major advancements in connectivity, infrastructure and computer skills, technology use within education has not reached a critical level (van Braak et al. 2004; Shapka & Ferrari 2003; Tondeur et al. 2008). It is for this reason that approaches which are based on learners' already established behaviours and uses of technology outside of the classroom are being considered for use as engaging educational tools within the classroom which is the case in gaming or game-based learning.

There is strong evidence to support the role of gaming as an effective instructional tool as supported by the theory of constructivism, which bases the goal of instruction on the development of a deeper level of understanding by the learner (Lim 2008; Fosnot 1996). Games have also been cited as giving students the ability to think critically (Williamson 2003). Games can help support the development of 'arbitrary' skills (skills that are difficult to assess), such as critical thinking, strategic thinking and communication and group decisions (Kirriemuir & McFarlane 2004). There is also a belief that games are able

to affect the cognitive functions of their participants, stimulate curiosity and promote goal formation (Amory & Seagram 2003). Games are also evidenced as helping students to apply, synthesize, and think critically about what they learn through active and social participation (Colby & Colby 2008).

The main rationale for the incorporation of game based learning in the form of educational computer games in the classroom is based on its capacity to motivate and engage young people within the classroom (Paraskeva et al. 2010; Prensky 2001). It is a well-established notion that ICT and gaming technologies are already an integral aspect of the lives of many young people outside of school (Facer 2003; Kafai 2006; Kirriemuir & McFarlane 2004; Papastergiou 2009; Oblinger 2004; Downes 1999; Harris 1999; Mumtaz 2001). There is evidence, however, that gaming technology in general and in the classroom does not engage all students especially with regards to gender. In general boys are reported to spend, on average, more time playing games than girls. In addition there is also evidence that the types of games played by girls and boys tend to be different (Mehrabian & Wixen 1986; Yates & Littleton 1999). Many reasons have been cited for this difference, such as accessibility to technology and the portrayal of females within games (Bryce & Rutter 2003). Other research has shown that girls and boys have different motivations and interact with and think about computers differently (Hall & Cooper 1991; Inkpen et al. 1997). However research is beginning to show that the notion of gender differences with respect to gaming is changing. There is a reported increase in popularity of gaming amongst females. Suggested reasons for this increase

include a decrease in the gendering of leisure activities and the ubiquitous nature of the internet and computers (Bryce & Rutter 2003).

There are several considerations with regards to the use of games within the classroom. There is the balance between the educational and gaming activity; the more entertaining the game the less learning occurs (Bokyeong et al. 2009). The instructional context in which games are utilised is also important; 'games are not effective in isolation but should be used in conjunction with other instructional support'. Also the diagnosis of student ability, clear learning objectives, and appropriateness of use are all important considerations (Robertson & Howells 2008: 561). There are many different influences to the use of technology within the classroom. The role of the teacher in facilitating and leading the process; the use of technology and gaming in the classroom is significant. There is strong evidence that teachers are the 'most powerful system influence' (Alton 2003; Darling-Hammond 2000; Nye et al. 2004; Ward & Parr 2010) and their beliefs have a direct impact on their classroom practices (Fang 1996; Haney & McArthur 2002; Tondeur et al. 2008). There is evidence to show that teachers with 'constructivist' beliefs are more likely to use technology as a teaching and learning tool (Becker & Ravitz 1999; Niederhauser & Stoddart 2001). Teachers identified an inability to utilise games to address aspects of the curriculum they were teaching, time constraints of 'learning' the new game and implementing it in the classroom and also completing the necessary curriculum requirements as being obstacles in the use of games in the classroom (McFarlane et al. 2002; Gros 2007; Kirriemuir & McFarlane 2004). Suggestions have been made to address the issue of teachers' beliefs being an

obstacle to classroom technology integration. There are two main factors identified by Ward & Parr (2010: 120) that need to be addressed to improve teachers likelihood of using technology in their classrooms: 'perception of need' which influences motivation of the teacher to use technology, and 'readiness to use' which involves the type of technology and the skills of the teacher to use it. They suggest that multi-faceted professional development, that also takes into account the pedagogical aspects of technology integration, are required in order to counter the insufficient levels of technology integration in the school classroom (Shapka & Ferrari 2003; van Braak et al. 2004; Tondeur et al. 2008; Becker 2001; Becker & Ravitz 1999; Cuban 2001; Hayes 2007; Lai et al. 2001; Cox et al. 2003a; Cox et al. 2003b). This will increase teachers' confidence to become innovative with regards to the use of technology tools within the classroom.

However, it is not only teachers' beliefs that influence their teaching practices. Teachers are also operating in an assessment driven educational system, therefore any strategies a teacher uses must show evidence of being able to positively influence test scores on national assessment or so it is perceived (Miller & Robertson 2010). This is also highlighted in a report produced by McFarlane et al. (2002: 19) in which both teachers and parents stated that they did not feel that 'playing games' within the classroom would be useful for producing good results in assessments. The use of games in certain subject areas that produce easier evaluation of assessment outcomes such as mathematics, science, and geography are probably easier to defend compared to subjects such as Citizenship Education which is already a contested subject area already. However it is due to the complexity of the subject area of Citizenship Education that the

use of gaming and technology maybe particularly appropriate because games have the potential to allow young people to explore the different facets of Citizenship Education within the classroom. The following section will discuss technology in light of literature that supports its use in the classroom based on the generational attributes of the young people in the classroom today. It also focuses on its appropriateness for student engagement.

2.6.2 Technology, Generational Attributes and Student Engagement

Technology as an engaging pedagogical tool has much support within the literature. There are three main reasons that technology use in the classroom helps in student engagement. First, computer activities have been found to provide intellectual challenge, by motivating students to seek a solution to a problem. Secondly, computer activities that stimulate human curiosity, or a desire to resolve an incongruity, generate similar effort. And thirdly, computer work that provides a sense of independent control and mastery over an environment also provokes sustained and intense effort (Lankshear et al. 1997; Lepper 1985; Harrison et al. 2003; BECTA 2003; McFadden & Munns 2002).

Some additional benefits of technology use in the classroom have been described as motivating and enhancing students' creative thinking (Bromfield et al. 2003; Wheeler et al. 2002; Waite et al. 2007). There is also a strong link between technology and constructivism. Actively constructed and cooperative learning are both elements of constructivist learning theory (Alexander 1999; Susman 1998; Jonassen 1999).

There are two views regarding the students currently using technology in education. The first is the idea of New Millennium Learners (NMLs) (also referred to as the Net generation), and the second view is digital fluency. Some educators believe that the learning styles of young people in education are different from those in the education system of previous generations. Stricker (2009) presents the view that due to the proliferation of technology and new digital media, the ways in which the younger generation learn and interact are fundamentally different from those of previous generations. They claim that content needs to be delivered creatively and that students today 'construct' their own knowledge and enjoy group activities and role-playing. Frand (2000) includes the notion that Net Geners spend more time on the internet than watching TV, they want to learn by doing and prefer immediate results. It is widely believed that they learn Nintendo style, by constant relentless 'trial and error' in order to achieve a goal, which is in contrast to past generations, who would see this as time consuming and a waste of time. In light of these observations, some educators are calling for a change in curriculum and pedagogy, from traditional to transformative, in order to capture the attention and motivation of Net Gen learners. This is supported by Monaco and Martin (2007); they advocate this need to adapt their teaching practices for Net Gen learners. Quinton acknowledges the fact that for young people 'the new technologies constitute a natural part of the environment' and that generational attributes can affect their learning styles and motivation (Quinton 2005: 14).

There are some critics of the idea that young people currently in the educational system are somehow different to previous generations. Selwyn (2007: 17) claims that 'in reality young people's enthusiasm for these technologies is far less prevalent than some commentators would wish to imagine'. This introduces the alternative view with regards to technology in education, which is the need to produce citizens who are digitally fluent with technology. The term 'digital kids' coined by Hsi (2007), implies that young people are more savvy with technology, however, it is not necessarily a predisposition of this generation, as there are many variants caused by factors such as socioeconomics and parental education level. The concept of 'digital fluency' negates this stance of predisposition. Digital fluency is 'the ability to reformulate knowledge, to express oneself creatively and appropriately, and to produce and generate information (rather than simply to comprehend it)' (Lin 2000: 70). It is more than computer literacy, which is based on skills. It involves a person being able to 'express themselves creatively to reformulate knowledge and to synthesise new information' (Lin 2000: 72). An alternative definition is given by Hsi (2007: 8) as 'constructing new representational practices, design sensibilities, ownerships and strategic expertise gained, taking a practice-orientated perspective rather than a data information, or knowledge-centred perspective'. Resnick (2002: 33) uses the analogy of a person learning a foreign language to describe digital fluency, so a person only becomes fluent in a 'foreign language once they are able to articulate a complex story or tell an engaging story'. This is how the use of technology should also be viewed. The rationale for the need for digitally fluent citizens is multifaceted. There is the personal rationale, to aid with communication, and with the management of assets resulting in a digitally fluent workforce who would be

competitive, mobile, and more productive. In the educational setting students would become critical thinkers, prepared for their own lives and advantageous to the work force. And lastly the societal rationale is based on the need for citizens that can make informed choices with regards to privacy, intellectual property and free expression (Lin 2000).

In the educational context, digital fluency requires a change in the roles of teachers and students. Educators must become a 'steward of activity', accepting the idea that the student maybe more digitally fluent than they are in terms technology and so, instruction can no longer be focused only on content, but on collaborative practices and intellectual possibilities (Hsi 2007: 27).

The notion of Net Geners assumes the automatic predisposition, skills, understanding, and knowledge of young people due to generational idiosyncrasies. On the other hand digital fluency acknowledges that it is a learned process and requires development in all people and is therefore a lifelong endeavour due to the constantly changing innovations in technology. Lin (2000) states that the aspects of knowledge required for digital fluency are contemporary skills, such as the ability to use current computer applications. Lin claims that foundational concepts based on an understanding of the basic principles, ideas and associated factors involved with computers and intellectual capabilities allow technology to be applied to complex and sustained situations that use higher order thinking. This fluency allows a person to manipulate the medium they are using to their

own advantage. The following section will discuss the use of technology specifically in the Citizenship Education arena.

2.6.3 Technology in the Citizenship Education

There is limited literature on the use of technology in the subject area of Citizenship Education. Selwyn (2007) provides a literature review that outlines five areas with regards to technology use within the Citizenship Education classroom:

1. Informational tool - Technology as a source of Citizenship Education information via CD-ROMs and the internet. Technology as an informational tool results from a variety of governmental, non-governmental organisations and other interest groups that have developed websites with resources that are tailored specifically for the various aspects that are set out in Citizenship Education curricula. These information portals have been used as supplementary resource materials for the teacher. They are easily accessible in the classroom. They have also supported the idea of global links to Citizenship Education by providing global facts and issues for introduction into the classroom. This idea of merely presenting information is challenged by some, as not really contributing to developing active citizenship in young people (Masters et al 2004: 17).
2. Facilitation of discussions - Technology as a means for taking part in Citizenship Education discussions and debates has been promoted as effective tools for the exploration of Citizenship Education in the classroom for young people. The use of technology in this category has been through simulations that are designed to

address a particular Citizenship Education topic. Students are required to give feedback and direction with regards to the narrative and discuss their decisions. Examples of these types of simulations include “Bubble Dialogue” and “Thinking together”: Kate’s Choice and Two Worlds Simulation.

3. Building networked communities - Technology as a means for networked discussions and communities for Citizenship Education as identified by Selwyn (2007) was the use of computer mediated communication (CMCs) such as emails, video-conferencing and internet forums as a means of linking students from different countries to learn about their different perspectives and lives. Interestingly, in a study conducted by Maitles and Gilchrist (2004) on the use of CMC for a Citizenship Education project, they found that students rated the use of CMC less popular in comparison to guest speakers and group presentations.
4. Learner produced media - Technology as a means for learners to produce their own Citizenship Education resources is a growing area, with students being encouraged to design their own videos and even TV or radio stations (Read et al. 2001). It is assumed that this type of action is a means for students to become active citizens in their own environment of the school.
5. Facilitation of democratic schools - Technology as a means for facilitating Citizenship Education throughout the school is based on the notion of student voice and democratic schooling a concept that was explored in detail in section 2.4. Technology is currently being introduced into this area by the development of online student councils and class voting systems.

Selwyn (2007) claims that technology has not been explored in the research arena in sufficient depth for any conclusions regarding its effectiveness and there is a call for further research to be conducted in the area of gaming and Citizenship Education so a greater understanding can be gained (Selwyn 2007).

Some researchers have explored the link between the uses of technology as an engaging tool particularly in the subject area of Citizenship Education. Many of these studies have focused on the technology tools that can be used to address this area. For example, Pettingill (2007) discusses the need to 'invigorate' youth's civic engagement by rethinking the traditional concepts of civic engagement. She gives an example of the use of a virtual environment project coordinated by Global Kids in which participants from different countries took part in a summer camp on civic issues. The summer camp 'nurtured critical habits of mind, feelings of efficacy, and increased knowledge and understanding of trans-national social movements and politics'. The study also showed that 'affinities with other users may give participants the feeling that their voice 'counts' in conversations about global issues—an important factor in future political behaviours.' (Pettingill 2007: 14)

At present, however it is believed that technology use in Citizenship Education is 'being used to compensate for the failings of an education system which itself is being used to compensate for a set of political and societal failings' (Selwyn 2007: 36). This is because technology is being added to the Citizenship Education classroom without any real investigation into its appropriate use. This leads to teachers using 'easy to use'

resources that are labelled 'citizenship' (Davies et al. 2005: 358), which does not engage students in anything 'more than an exchange of information' (Dixon 2000: 96). This was confirmed in a study conducted by MacFarlane, which showed that 'students were able to repeat stereotyped facts and viewpoints but displayed little deep understanding of the topics involved' (McFarlane et al. 2002: 14). Selwyn argues that it is not the addition of technology in the Citizenship Education classroom that will invigorate the Citizenship Education subject leading to 'transformed, citizen centred versions of political and civic engagement' by young people, but a revision of the concept of Citizenship Education for the 21st Century to a more individualised and actively constructed process (Selwyn 2007: 20).

These arguments support the case for further investigation into the use of technology as a teaching and learning tool within the Citizenship Education classroom due to the congruence between Citizenship Education objectives and the rationale for the integration of technology in education. Citizenship Education objectives, such as the development of informed citizens who are 'purposeful', 'active', are able to think critically and participate as beneficial members of society is reflected in the rationale for technology in education. The following section concludes this chapter of the literature review. It will provide the development of the research questions as based on the evidence provided.

2.7 Summary

This literature review presented the theoretical background to Citizenship Education in light of the rationale for my research presented in chapter 1. The political theories of citizenship were presented as a background to Citizenship Education. It provided an understanding of various notions of citizenship; political engagement, obligation or identity. The process of citizenship engagement in the form of civic engagement was explored. It was suggested through the literature that civic engagement can be based on the generational attributes of the individual.

The underlying political theories of citizenship were used as the basis for an analysis of how Citizenship Education as a curriculum subject has been shaped. The educational landscape of Canada, with a particular focus on Ontario (due to the context of my research) was presented. Again, the discussion was presented based on the political theories of citizenship. This was preceded by a focus on Citizenship Education in the Ontario curriculum, which was analysed against various Citizenship frameworks cited in the literature. It demonstrated the multifaceted nature of Citizenship Education.

The pedagogy of Citizenship Education was then explored, in light of the multifaceted nature of Citizenship Education. It demonstrated that pedagogies based on learning theories that are constructivist and transformative in nature are potentially more effective in the teaching of Citizenship Education and that they better reflect the description of Citizenship Education as described in the Ontario curriculum document (section 2.3.5). The discussion provided evidence that pedagogies that are based on

constructivist and transformative learning theories also result in higher student engagement.

Student engagement was then discussed. It was apparent through the literature that the concept of student engagement was an important facet of successful learning and that it is of particular significance to Citizenship Education, both in the classroom and for its translation out of the classroom as civic engagement. This led to the exploration of two potential approaches that could be used to engage students within the Citizenship Education classroom, which are based on constructivist and transformative learning theories; student voice and technology.

A background to the uses of student voice and technology in education in general were provided. In addition, their appropriateness for Citizenship Education was also presented in light of the literature previously discussed in the chapter regarding generational attributes, student engagement and the learning theories suited to Citizenship Education.

The literature showed the potential for the use of student voice and technology as powerful and engaging tools for learning in the Citizenship Education classroom. This provided the argument for further exploration of these two approaches within the Citizenship Education classroom. *How* they can be translated into the Citizenship Education classroom has not been focused on in much of the research.

The research question derived from this literature review is; how can student voice and technology be used in the engagement of students in the subject area of Citizenship Education in the classroom? The next chapter will present the methodology and conceptual framework for the research design.

Chapter 3 Research Methodology

3.1 Introduction

The literature review in chapter 2 provided a discussion and critical analysis of Citizenship Education. It presented a variety of political theories that supported different ideologies of citizenship and described how these various ideologies have been used to frame citizenship in general and consequently the Citizenship Education curriculum. It presented the rationale for Citizenship Education being made into a subject within the school curriculum and provided a critical analysis of how political theories have been used to create frameworks for the curriculum development of Citizenship Education in the classroom. This was followed by an exploration of the literature on Citizenship Education and, appropriate learning theories, and provided a review of Citizenship Education from an Ontarian perspective as well as a consideration of the various pedagogical approaches that are being used within the classroom for its teaching and learning.

The case presented through the exploration of the literature was that the complexity of the subject area of Citizenship Education and the learning theories associated with its teaching; constructivism and transformative learning require engaging pedagogical approaches. Two possible pedagogical approaches suggested within the literature were student voice and technology. The rationale for these approaches was based on their potential for engaging students and their congruency with the actual practice, and not just theory of Citizenship Education.

This resulted in the development of the thesis research question; how can student voice and technology be used in the engagement of students in the subject area of Citizenship Education in the classroom? Chapter 3 will present the use of an action research methodology under the umbrella of practitioner inquiry, to address the research question.

Section 3.2 presents the epistemological and ontological stance of the research as influenced by the experience and background of the practitioner and how this has influenced the research methodology. Section 3.3 presents the conceptual framework that is used to provide coherence to the theoretical orientation of the research, the practical aspects of the research and the final analysis of the results. Section 3.4 presents an initial background to Practitioner Inquiry and its link with Action Research. It provides the rationale for using an action research methodology based on the epistemological and ontological underpinnings of the conceptions of Citizenship Education (as discussed in chapter 2), the practitioner and the research participants. The use of an action research methodology allowed the research question to be explored by dividing it into two cycles. The first cycle included two parallel Activities. The first (Activity 1) was the investigation of how student voice can be used for the engagement of students in the subject area of Citizenship Education - this involved a Citizenship Education workshop with 13 to 14 year olds. The second (Activity 2) investigated the use of online games technology with 15 to 16 year olds. The second cycle applied the outcomes of the first cycle to investigate how student voice and online

games technology could be used simultaneously to engage students in Citizenship Education.

In action research the context in which the research is conducted is also important; therefore pen-portraits of some of the students involved as students as researchers are provided in section 3.5. Section 3.6 describes the research design, the two cycles and respective Activities of the action research project. Section 3.7 describes how the study will be evaluated for quality and section 3.8 will provide a summary for chapter 3.

3.2 The Epistemological and Ontological Stance of the Research

The foundation of my research has been driven by my desire to advocate for students within education. This desire has been developed through my professional experiences, my role in education and working with young people as discussed in detail in Chapter 1.

Even though I was not a classroom teacher, my role as an educational program Counsellor afforded me a unique perspective and skill set for dealing with students, in particular those at risk of dropping out of high school. My role provided me with an ability and confidence to deal with sensitive subject areas, both personal and academic in nature. It allowed me greater flexibility to explore the subject area of Citizenship Education without the constraints normally associated with its classroom teaching.

In addition, in Ontario as previously discussed in section 2.3.5, Citizenship Education is synonymous with Civic Education. There are no 'Citizenship Education Specialists' and

any teacher with a secondary school teaching certificate is able to teach the half credit course, with no extra training or qualification required. This means that as an educator I was no less able to teach Citizenship Education.

My views, perceptions, beliefs and hence my research focus and approach have been directly impacted by these factors. Guba and Lincoln would describe this as my paradigm as, 'the basic set of beliefs that are held by an individual and which cannot actually be defended as there is in fact no real way to establish the ultimate truthfulness' (Guba & Lincoln 1994: 106). My research methodology, research strategies, and designs were selected and implemented as a means to ensure (as far as possible) the authentic voice, even power distribution, and active involvement of students within the research process and journey.

My research evolved from 'an instinct' and observation that students currently are not able to make a real contribution with regards to their education, a position that I have discussed more fully in section 1.3. The possibility that the disengagement that many students feel could be reduced or eliminated by their active involvement in their education and the use of technology as a possible medium was worth further investigation. My research focuses primarily on the process and feasibility of such a proposal within the Citizenship Education classroom. The exploration of student

participation within the classroom teaching and learning process complemented its concept of democracy, inclusion, and active citizenship.

There are researchers that have attempted to gain young people's understanding of citizenship such as Lister et al. (2003), Hall and Coffey (2007), so that young people can be seen as 'citizens' within their own right and not 'citizens in waiting' (Osler & Starkey 2003: 245). There is also evidence that some researchers have begun to advocate the participation of students within the teaching and learning process such as Warwick (2007). Building on the premise that young people are indeed citizens in their own right and are able to understand and demonstrate 'citizenship', it stands to reason that they could indeed make a valuable contribution to the teaching and learning process in Citizenship Education.

The research question: how can student voice and technology be used in the engagement of students in the subject area of Citizenship Education in the classroom? The fundamental underpinning of the research process was to ensure that the ideas and opinions, 'the student voice' would be captured as authentically as possible. These considerations and factors are encompassed by a qualitative research strategy as stated by Bouma & Atkinson (1995: 110) 'The essence of this [qualitative] approach is to view events through the perspective of the people who are being studied. What do *they* think? How do *they* view the world?'

Qualitative research is categorised as holding interpretivist and constructivist orientations. Snape and Spencer explain that

Qualitative research places an emphasis on human values, the interpretation of knowledge regarding the social world, the importance of the investigator's personal interpretations and the understanding of the various issues that are involved in the studied phenomenon (Snape & Spencer 2003: 7).

The strategies employed within qualitative research reinforce this position, and Bryman (2001) believes that qualitative research is about words and the participants' perspective, allowing the generation of theory and contextual understanding of issues within a flexible strategy with rich and deep data. Section 3.3 describes the ecological conceptual framework that I adapted in order to provide coherence between the literature regarding Citizenship Education and my research approach.

3.3 An Ecological Interpretive Conceptual Framework

This section will provide a description of the interpretive conceptual framework used to provide coherence between the multiple facets of this research regarding Citizenship Education, in terms of student voice, student engagement, technology and the subject area of Citizenship Education. It allows for the analysis of findings with respects to the different stakeholders and environmental factors that have an influence on educational systems in general and therefore Citizenship Education, specifically.

Miles and Huberman (1984) claim that a conceptual framework shows the researcher's present understanding of the research themes, they also believe that it sets out the

areas to be explored within these themes. An ecological interpretive conceptual framework was also used as an analytical tool for my research approach. It provided a coherent framework for the subject area of Citizenship Education, the research design and the research participants; the students, who are fundamental stakeholders in my research and education in general.

In 1976 Bronfenbrenner wrote an article in the *Educational Researcher* entitled 'The Experimental Ecology of Education', in which he states three requirements with regards to carrying out studies in education. These are:

- Conducting research in 'real-life' educational settings;
- 'The ecology of education' – inquiry into the relationships, influence, and interaction of characteristics and circumstances of the learner;
- Natural experiments - experiments that take place without the 'control' of factors. (Bronfenbrenner 1976)

Bronfenbrenner was explaining that learning is not a straightforward process, but is linked to, and influenced by, a variety of factors and as a result, educational research should also focus on these factors. He believed that investigations into these 'forces' occur within their natural context; making them 'natural' experiments and that no 'artificial controls' should be added. He analysed the educational system using an ecological framework based on work he cites from Brim (Brim 1975). This is shown in table 3-1.

Table 3-1: Layers of the ecological structure (Bronfenbrenner1976: 514).

Level	Description
Microsystem	Immediate setting containing the learner; Setting is defined as a place, where the individuals engage in activities and play a particular role for a particular amount of time, e.g. home, school, youth clubs
Mesosystem	Interrelations between settings containing the learner, e.g. the relationship between home and school.
Exosystem	An extension of the mesosystem; It embraces the concrete social structures both formal and informal, e.g. School Boards, Governments and home.
Macrosystem	The cultural systems in terms of economic, social, educational, legal and politics of the environment. Ideological and information carriers

In educational research, many would agree that relationships in general have a significant influence. The investigation of relationships is at the crux of much literature, which utilises an ecological approach as the conceptual framework to the research. Wright and Smith (1998: 147) use an ecological approach to analyse home-school-community partnerships, because they believe that it 'acknowledges the multi-directionality of family, school, and community relationships'. They claim that 'all of these environments influence the individual's behaviour and vice versa'. Andrews et al. (1980: 443) also believe that an ecological approach is about relationships and they state that a goal of their research is 'to identify the patterns of relationships between systems and their environments'. Their research focuses on the family and the various species and interactions that constitute this ecosystem.

Howard et al (1999) utilise an ecological approach in the area of childhood resilience citing research that investigates factors that are involved in effective and ineffective schools. Their use of an ecological approach for their research demonstrated that factors associated with practices in which the teacher has direct control, and that are directly related to the child, have more influence on the effectiveness of a school than those that are not directly associated with the school classroom, such as school, district demographics, state and school policies.

The concept of an ecological approach and framework has also been used in a variety of areas related to children in education, for example Odom and Diamond (1998) use the conceptual framework as a basis for the analysis of inclusive education for special needs children in early childhood education (Reifsnider et al. 2005). Evans and Fuller (1998) use Bronfenbrenner's (1976) theory to explore early childhood education from a child's perspective.

The research projects described above investigated the various stakeholders located within the nested layers of an ecosystem as defined by Bronfenbrenner (see table 3-1). The factors located within the various nested layers of an ecosystem, have an impact on a child (Howard et al. 1999). They have direct influences on the individual student, their perspectives, their learning, attitudes, and ideological beliefs. The research that I have outlined supports the notion that these factors automatically influence the student, which in the case of Citizenship Education, will influence their ideologies. Therefore, by incorporating the student into the teaching and learning of Citizenship Education, these

influences are naturally incorporated into the learning experiences of all the students in the classroom, producing a curriculum and learning experience that is more contextual, diverse, and democratic for the students.

Citizenship Education has been viewed via a myriad of perspectives: political, cultural, moral, as a school subject, character education; the list goes on. These elements coupled with the ideology of student voice, teaching and learning and technology, necessitated a framework that could take into account all these elements in a natural and organic way. The framework needed to address questions such as, how could young people be more than just spectators, but become an integral part of this arena? How could a student exert their influence on the area of Citizenship Education within the classroom more directly?

An ecological framework attempts to ensure that all the factors within a given framework are identified and explored. The current approach to curriculum development within school education has been primarily 'top-down'; Government policy in the forms of national curricula, standards or expectations filtered down into classrooms. There have been attempts for the inclusion of other stakeholders into the process in the area of Citizenship Education curriculum development, for example Colwill and Gallagher (2007: 23) describe how in 1995 the Qualifications and Curriculum Authority (QCA) in the UK attempted to undertake curriculum development 'as a collective rather than imposed process' by carrying out a monitoring program visiting schools, local authorities, subject and professional organizations, parents, learners, and

other stakeholders. These attempts have still focused on the 'adult' as the driving force to any changes, to ensure that young people can become 'useful' adults. The student remains the 'object' from which information is merely gathered, they are not consulted (Critchley 2003).

This structure results in the 'power' distribution being skewed towards the adult, leaving students with no control over their lives (Davies & Kirkpatrick 2000). This is supported in studies in which students reveal the reasons for disengagement and a lack of understanding for the relevance of some school subjects (Colwill & Gallagher 2007). In terms of this research, the methodology chosen and data collection tools used attempted to address this power distribution, by trying as far as possible, to tilt it towards the students. The table 3-2 shows the different species of stakeholders within each 'system layer' and how they influence the area of Citizenship Education. The table is adapted from Bronfenbrenner's ecological framework.

Table 3-2: Ecological system layers, stakeholders and their influence in the Citizenship Education classroom (Adapted from Bronfenbrenner, 1976).

Systems scale	Factors	Influence on Citizenship Education
Microsystem	Teachers, students, classroom, pedagogical tools.	Each species has a direct and bidirectional influence on the subject area of Citizenship Education. They are located within the classroom and influence the learning and teaching of the subject.
Mesosystem	School ethos, culture, teacher's experience, Parents.	These factors have an impact of the relationships between the above species and the subject area of Citizenship Education. They affect the perspectives of the human species in the microsystem and in turn the interaction between the human and non-human factors in this subject area.
Exosystem	Governments, School Boards, Parent Councils, Public opinion, Finance, Technology, Research, Non-governmental organizations, assessments	These factors have an indirect effect on the subject area, but have influence on the curriculum development of the subject area in the form of national policies and strategies, the training of student teachers, subject literature, pedagogical influences, and classroom supplies.
Macrosystem	National identity, Laws, Politics, Economy	These factors influence 'how' Citizenship Education is perceived. The driving forces behind the rationale, context and 'success' of the subject area.
Chronosystem	World events, Environmental concerns	These factors influence the 'time' dimension of the subject area and influence the species within the macrosystem layer, for example 911, global warming. They have a 'subliminal' influence on the area.

A 'system layer' is a component that makes up the overall ecosystem of a particular framework. The layers located closest to the central focus which is in this case, Citizenship Education in the classroom, have greatest influence. The layers that are furthest away have progressively less influence. The factors located in a system layer

can be human or non-human factors. A group of the same human factors, for example teachers, students, or principals are called 'species'.

The microsystem scale consists of factors that are within the classroom, the 'frontline' of any subject area. This is the primary place in which teaching and learning takes place. The teacher teaches using various pedagogical tools in order to help students learn. There is a body of research that supports the fact that how a teacher teaches and the tools and pedagogical approaches they use have a direct effect on how students learn in any subject area (Richardson 1996).

The factors located within the mesosystem are both human and non-human factors (abiotic). The abiotic factors such as school ethos and cultural beliefs of teachers and parents, are not tangible, but influence the relationships of those within the microsystem, and as a result the Citizenship Education subject. A teacher enters the classroom with established belief systems, cultural perspectives and experiences both personal and professional (Tobin & McRobbie 1998). This affects the relationships they are able to develop with their students, how they teach, and what they teach. This is of particular importance in the subject area of Citizenship Education as many aspects require the exploration of sensitive issues that often require moral judgments and opinions (Powell 2002). This description of the teacher can also be applied to the student that enters into the classroom. The student is influenced by their parents' beliefs and cultural perspectives. This has an effect on the ability of the teacher to challenge these already established belief systems. School ethos acts as a 'practical'

demonstration to a student on how their wider society operates. There are advocates that stress the need for democratic systems within schools to allow students to 'live' the experience of democracy and that school itself is a source of socialization outside of the home (Arthur & Davison 2000; Verba et al. 1997).

There is evidence of the interdependence and connectedness of the various factors and species in the mesosystem and exosystem. Fullan (1998: 4) states:

The broader research literature is conclusive in finding that teachers, principals, parents and others can make a significant difference in student learning if they do three things, (a) work together to (b) focus on best pedagogy that is fuelled by (c) a close look at what students are learning and motivated to learn.

Boote (2006) lists parents, administration and teachers as factors influencing the curriculum.

The exosystem comprises the 'control' mechanisms and species within the Citizenship Education subject. Governments tend to have particular ideas that are then imposed on local areas (Micklethwait & Woolridge 1996). Ironically these factors are located in a layer 'further away' from the subject yet currently have the most 'power' in the curriculum development of Citizenship Education. The species within the exosystem (such as Governments and public opinion) are influenced directly by concerns that emanate from the macrosystem (national economy, national identity); that is the macrosystem drives the motives behind those in the exosystem (Sears & Hughes 2005). Through policies in education, immigration and other such channels, those species in

the exosystem attempt to address issues of national identity and the creation of a society with law abiding citizens, who are politically active and can contribute as a productive labour force.

The macrosystem influences can also be viewed as 'public interest' factors, which generally influence the 'politics' of education. An example of this is described by Hart (2002) regarding the introduction of 'the environment' into the Canadian curriculum due to the fact that Canadians deemed it a social and educational concern.

Bronfenbrenner added the chronosystem layer to take into account changes that occur over time. The chronosystem consists of factors such as world events and environmental concerns. These factors illustrate the impact of time in relation to Citizenship Education. They influence the types of issues that can be explored in Citizenship Education. Year to year, month to month, even day to day changes around the world have an impact on the lives of human beings in general. Examples of some of these world events which have occurred and that have an indirect influence on topics that can be explored within the subject area of Citizenship Education are: the fall of Wall Street in the U.S which had an impact on banks around the world, suicide bombings which raise issues of faith, and world food shortages which raise issues of poverty; each issue and its political importance changes over time.

Grade transition has been included within the chronosystem layer. This is an important factor for a variety of reasons, for example it allows the inclusion of the changes in development that a child will undergo as they progress through high school. This 'change with time' influences their understanding and critical analysis of life experiences. It takes into account the change in 'citizen status' that a student undergoes. For example in Grade 9 (14 to 15 years old) a child is not eligible to vote, but by Grade 12 (17 to 18 years old) that child is eligible. There are also 'generational' idiosyncrasies that are positioned in this layer. In relation to my research this would incorporate the idea of 'New Millennium Learners (NMLs) or Generation Y or the 'Net' Generation'. They have been immersed in an information technological world since birth and are therefore accustomed to immediate answers and results, as discussed in the literature review in section 2.6.1. These considerations have informed this research in the determining the research question, research approach, data collection tools, and the implementation of Activity 3 after the results obtained in Activities 1 and 2.

A diagrammatic representation of my ecological framework for Citizenship Education is illustrated in Figure 3-1. Citizenship Education as a subject has been placed as the central focus of the nested structures and thus analysis of the area of Citizenship Education as a school subject has emanated from this focal point. It provides a visual representation of how the different system layers of the ecosystem are positioned with respect to the central focus. My adaptation of Bronfenbrenner's ecological framework to the area of Citizenship Education allows the focus for the development of curriculum

for this subject area to be on the main stakeholders that are involved in its teaching and learning; these are the teacher and the student.

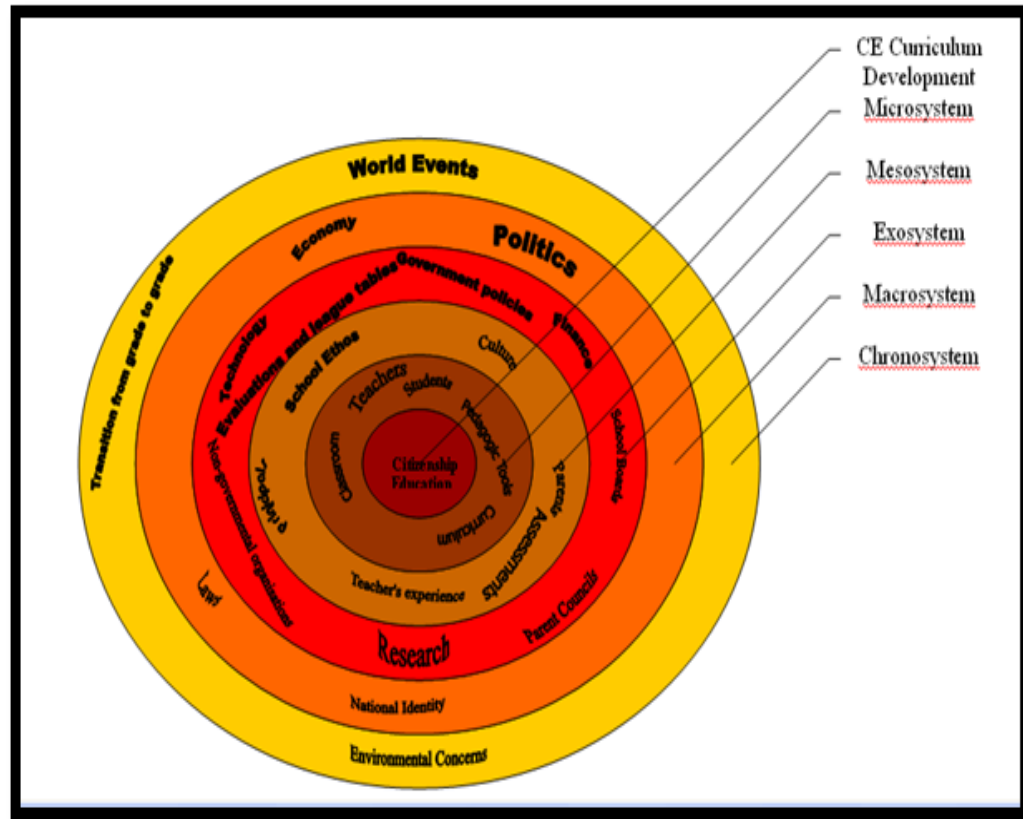


Figure 3-1: Ecological scales of Citizenship Education.

There are several studies that focus on teachers: their perspectives, training, and influence on the learning of students (Darling-Hammond 1998). Many studies within education with regards to students tend to focus on how and what they learn, their perspectives (Warwick 2007), and how they can become democratic citizens within the school arena via student bodies (Critchley 2003). There is little on how this process can be implemented in practical ways in areas such as, scheduling or curriculum development; a question posed by Lansdown in the introduction to a report by Davies

and Kirkpatrick, The Euridem Project: a review of pupil democracy in Europe (Lansdown 2000). My research explores the process of integrating the students into the teaching and learning process of Citizenship Education. The research approach used was designed to ensure the students were involved, and this was an important focus throughout the research process.

The following section will present the background and rationales for using Practitioner inquiry and an Action Research approach to investigate the thesis research question; how can student voice and technology be used in the engagement of students in the subject area of Citizenship Education in the classroom?

3.4 Research Methodology

Section 3.4.1 will present the background to practitioner inquiry (PI) in the form of action research. It will continue with a description of AR, criticisms and counter arguments with regards to the quality of study and the section will conclude with a description of the chosen model of AR adopted for the research.

3.4.1 Practitioner Inquiry and Action Research

The research questions and the unique context of the researcher required a methodology that would incorporate engagement with literature and theory. A

practitioner inquiry within an action research (AR) approach provided the most appropriate framework in order to address the research.

Practitioner inquiry allowed for the duality of my role within the research as an educator and researcher. Practitioner inquiry is conducted by a practitioner, e.g. a teacher, school counselor, in a particular field and context (education, afterschool program) who takes on the dual role of researcher (Richardson 1994, Cochran-Smith et al 2006, Goodfellow 2005). It involves the systematic and critical inquiry by a practitioner to increase their professional knowledge and practice (Cochran-Smith & Lytle 1999) and to influence policy and practice in an informed way (Carr & Kemmis 1986: 45).

Practitioner inquiry is viewed as the 'umbrella' under which some forms of action research are placed (Cochran-Smith & Lytle 2009: 40). Action research involves inquiry into processes that are informed by theory and practice with its aim being one of 'practical problem solving and for generating and testing theory' (McKay & Marshall 2001: 48). The research questions were developed through an investigation of the literature of Citizenship Education and student engagement. Both concepts pointed to the potentials of student voice and technology to the teaching and learning of Citizenship Education. The research questions were therefore generated from a theoretical foundation; the absence of this theoretical underpinning is a major criticism of action research (Hodgkinson 1957).

Action research often occurs in context specific and individual studies (Lomax 1995:50). The validity of action research is strengthened by ensuring scrutiny from other professionals within a community of practice and ensuring that the research is based on previous literature in the area and the use of theoretical frameworks (Elliott 1998; Melrose 2001; Bassey 1990). The product of action research is based on the use of rich descriptive accounts within the interpretivist paradigms of historical and anthropological research (McTaggart 1994). This is produced from data collection that takes on a variety of forms, such as reflective practitioner journals, observational notes, document analysis, and compilation of field notes, interviews or story-telling (Goodfellow 2005; McTaggart 1994; Bartlett & Burton 2006). However, validation and rigour of the method can be attained through triangulation of data collection, co-authorship, participant confirmation and the testing of the coherence of arguments presented (McTaggart 1994). In addition, Altricher et al (1993) believe that the rigour of AR is in the practitioner-researcher experiencing their theoretical mistakes in reality, through their practice, and the continuous testing of action strategies in different cycles of AR.

The research questions required a methodology that would incorporate engagement with literature and theory to inform a process of creative experimentation with learning activities that allowed for some rethinking and continued experimentation. Action research as a methodology allows for this and Kemmis and McTaggart (2008) stress the importance of theory within action research in stating that action research does not:

aim to develop forms of practice that might be regarded as self-justifying, as if practice could be judged in the absence of theoretical frameworks that give them their value and significance and that provide substantive criteria for exploring the extent to which practices and their consequences turn out to be irrational, unjust, alienating, or unsatisfying for the people involved in and affected by them (Kemmis & McTaggart 2008: 283).

This is far removed from 'mere activism ... the retreat from rigorous theories and methods' a main criticism of AR (Levin and Greenwood 2011: 29), as central to the research process is the role of literature in informing the research and providing the basis for knowledge transfer as well as the fact that my role as a practitioner provided opportunities for transfer to occur through my engagement with other teachers. This position is echoed by Kemmis and McTaggart (2008: 287) who believe that they 'find significant understatement of the role of theory and theory building in the literature of action research'.

The AR methodology involves a cyclic process of stages of which there are many models. These models aim to provide guidance to conducting an inquiry. Most are adaptations of Lewin's original 'spiral steps' to AR (as cited by McTaggart 1994: 314), which is comprised of described planning, action, observation and the evaluation of the results of the action. Altricher et al (2002: 130) cited Kemmis and McTaggart's (1988) adapted model of Lewin's spiral steps consisting of planning, action, observation and reflecting, revised plan for Cycle 2 and the reiteration of the previous steps. Another model developed by Stringer (2007: 8) is composed of 'a look, think and act' routine, through which each stage of the AR Cycle participants observe, reflect and then take some sort

of action, this action then leads them to the next cycle. Common to all these models of AR is a reiteration of action, planning and reflection.

The model that seems most suited to my planned research process is the 'spiral model' presented by Kemmis and McTaggart (2008: 278), which involves a spiral of self-reflective cycles of the following:

- *Planning a change*
- *Acting and observing* the process and consequences of the change
- *Reflecting* on these processes and consequences
- *Replanning*
- *Acting and observing again*
- *Reflecting again*, and so on . . .

This is shown in Figure 3-2.

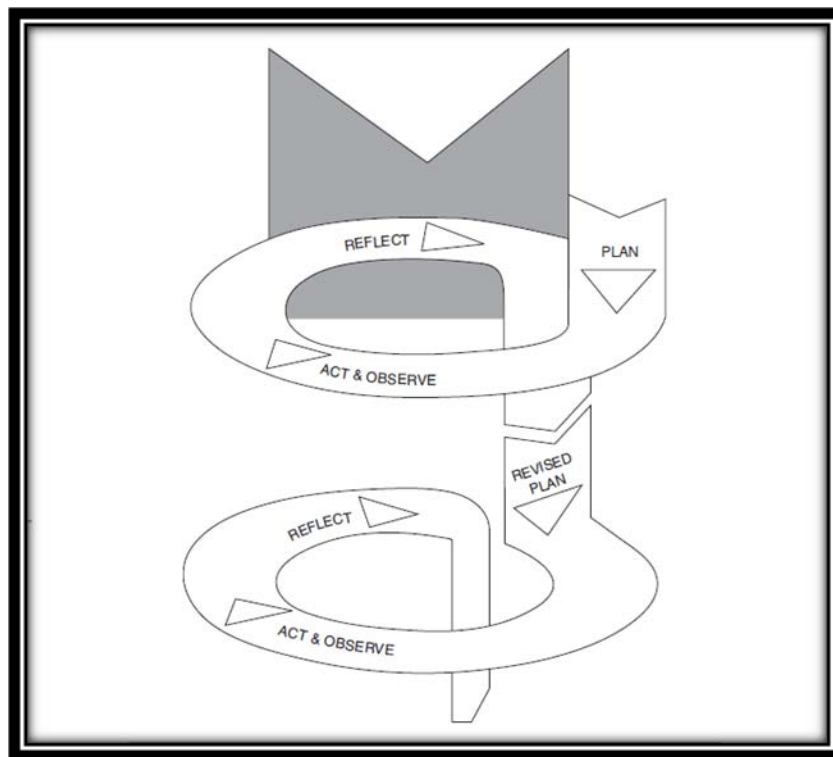


Figure 3-2: Action Research Spiral as suggested by Kemmis and McTaggart (2008).

The action research study in this thesis has its foundations from the literature of Citizenship Education and its associated learning theories and the literature that points to the potential of student voice as a lived example of democracy and technology as a medium, resulting in the development of the research questions. Figure 3-3 provides a diagrammatical representation of the AR cycles within this research project.

AR Cycle	STEP	Activity 1 RQ – student voice focus	Activity 2 RQ– technology use focus
ONE	PLAN	Development of research questions based on theories from Citizenship Education, student engagement, Student Voice and technology.	
	ACT & OBSERVE	Use of pedagogically orientated research methods to illicit and explore student voice; role play, group discussions. Data collection methods of participant observation, group discussions, student written responses.	Use of online gaming to explore CE themes and topics. Data collection methods of participant observation, student notes, group discussion, reflective journal.
	REFLECT	Analysis of data collected during the observe stages of Cycle 1.	
AR Cycle	STEP	Activity 3 RQ - student voice and technology focus	
TWO	REVISED PLAN	Development of a plan of action after reflection on theories from Citizenship Education, student engagement, Student Voice and technology and lessons learnt from Cycle 1.	
	ACT & OBSERVE	Exploration of Citizenship Education using an activity adapted from Activity 1 through an online collaborative whitespace as medium. Data collection methods of participant observation, reflective journal and student white spaces.	
	REFLECT	Analysis of the data collected at the observe stage of Cycle 2. Re-engagement with the literature/theory.	
REPORT – Conference papers, book chapters and doctoral thesis			

Figure 3-3 Action research stages for thesis project

Each Cycle and the Activities are explained in some detail later in the chapter in section 3.7 and in further detail in chapters 4 and 5. An overview of the AR design is provided at this stage.

The **planning stage** in Cycle 1 for both studies involved the development of the research question created by the exploration and critical analysis of the theories from the literature regarding Citizenship Education, student engagement and the potentials of student voice and technology in the Citizenship Education classroom. The research question; how can student voice and technology be used in the engagement of students in the subject area of Citizenship Education in the classroom, required the investigation of processes and practices within the classroom. This resulted in the development of two Activities to investigate the research question.

The **action stage** in Cycle 1 involved the implementation of Activity 1 focused on student voice. Activity 1 was a consultation session through which the student voice (elementary students) was elicited, a participatory approach in the form of students as researchers (SARs) (high school students). The SARs were involved in the data collection and observations through group discussion. The **action stage** in Cycle 1 for Activity 2 involved the implementation of a task focused on technology. The task was online game based technology through which the students explored themes of Citizenship Education and was concluded with group discussions on their Citizenship Education topics.

The **observe stage** in Cycle 1 for Activities 1 and 2 involved the collection of data through participant observation, reflective journal, group discussions and student responses from written data collection forms. The **reflect stage** in Cycle 1 for Activities 1 and 2 involved the analysis of the data collected at the observe stage, in light of the theoretical underpinnings from the literature review.

The **revised plan** for Cycle 2 involved the reflection on the action, observe and reflect stages of Cycle 1 and a review of the literature on Citizenship Education to plan for the action stage of Cycle 2. The action stage in Cycle 2 Activity 3 involved the use of an online collaborative white space to explore Citizenship Education and combined the use of technology and student voice as informed by the findings from Activities 1 and 2 in Cycle 1. The **action and observe stage** for Activity 3 involved the implementation of Activity 3 based on the revised plan and data collection methods involving participant observation, reflective journal, group discussion and the student workspaces from their online collaborations. The **reflect stage** involved the analysis of the participant observation notes and the student workspaces and the student participants' reflections on the written report from the Activity.

The final step for the AR cycles was the written report in the form of conference papers, book chapters and doctoral thesis to ensure that it was shared with a community of practice to support transferability.

Due to the context of research involving young people within an educational setting, there were additional methodological concerns that also needed to be addressed whilst designing and conducting the research. These concerns will be discussed in the following section.

3.5 Additional Methodological Concerns

In addition to the use of action research as a research methodology there were three other key issues which were crucial to both the research question and methodology; authentic voice, gaining student participation and engagement and ethical issues due to working with young people in research:

- **Authentic voice** – Ensuring that the students felt sufficiently empowered that they could voice their opinions, feelings, and attitudes in a safe and non-judgmental environment.
- **Student participation and engagement** – Ensuring the active involvement and engagement of the students in the research was a fundamental tenet of the research as it supports the authenticity of the student voice.
- **Researching with young people and ethical considerations** – Researching with young people is a difficult task due to the power relations caused by adult-child interaction. Therefore involving young people in research is a contentious issue due to the ethical considerations in terms of exploitation, coercion, and manipulation. It was necessary to ensure this did not occur. Ethical guidelines given by the BERA, the University of Nottingham and the School Board were consulted and implemented. In

addition, the ethical issues that can be related to the discussion of controversial topics was also be considered.

The following subsections discuss each of the three key issues of authentic voice, student participation and engagement and the ethical considerations and researching with young people in greater detail.

3.5.1 Authentic Voice

The 'student voice' agenda has become increasingly prominent within education. Cook-Sather (2006: 360) describes 'the reposition [of] school students in educational research and reform'. There are many advocates for the inclusion of students in education, such as Fielding (2004), Fullan (1998), Rudduck (2003), Rudduck and Flutter (2004), and Levin (2000) who argue that involving students at all levels of their education can result in improved engagement.

Thomson and Gunter (2006) identify 3 ways in which 'student voices' are being incorporated into the educational arena: as consultants, self-evaluators, and as researchers. However, it is important that the 'student voice' is also an 'authentic voice', as the two terms do not have the same meaning (Fielding 2001). It is therefore acknowledged by those who are involved in this area of research and youth educational organizations such as Sound Out and Northwest Regional Education Laboratory (NWEL), that consideration must be given with regards to the research approach, principles, and

procedures employed when dealing with young people (Warwick 2008; Fielding 2001; Rudduck & Flutter 2004).

Figure 3-4 describes 5 principles that Warwick (2008) states are essential for working with young people; this is also supported by Roberts (2003) and Rudduck (2003).

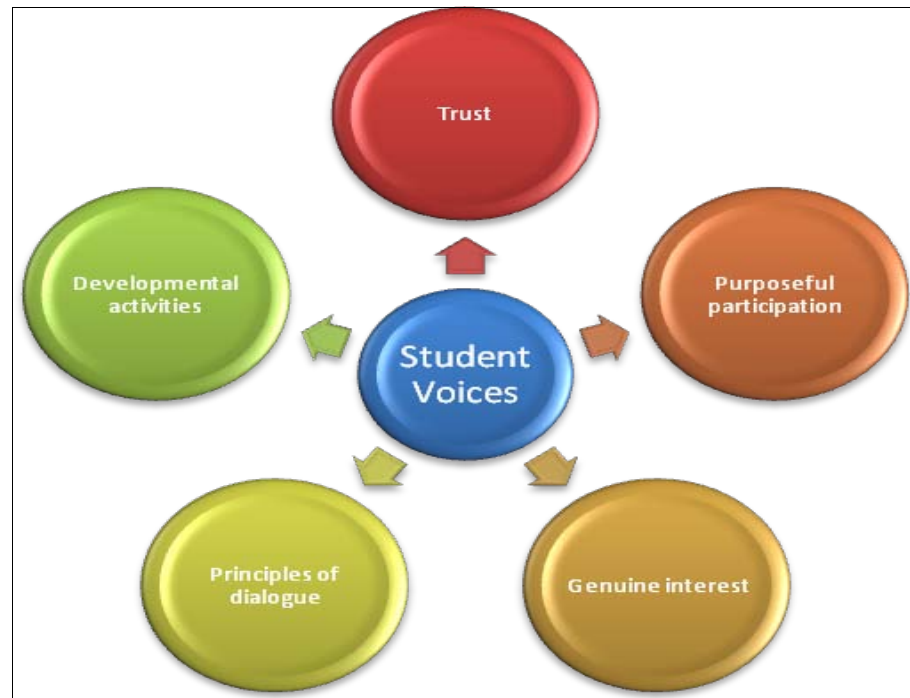


Figure 3-4: Five principles for effective consultation with young people.

Trust needs to be developed with the young people involved in the research and the establishment of this trust needs to be incorporated into the research process. Tasks that help to develop the communication skills of the young people are useful and add benefit to the overall research process. The principles of dialogue involve the clear and concise understanding of the youth, so that their points of view will be respected.

Researchers must ensure that the young people involved feel that there is actually a genuine interest in their individual 'voices'. And finally, 'purposeful participation' means that the youth know that not only will their points of view be considered, but that they will also have meaningful impact in the future. These principles complement the use of participatory action research as a research approach for youth (Bland & Atweh 2007), and the use of small activity groups, group discussions, and in-depth interviews that are cited in the literature as appropriate data collection tools (Kushman 1997; Mitra 2003).

3.5.2 Student Participation and Engagement

As discussed in the previous section and section 2.5, the student voice is a central component of the research question and therefore the research. In order to address student voice in the research, the principles of student participation and student engagement needed to be followed. Therefore, a participatory research approach was employed in order to fulfil these considerations.

There are many terms used in the literature that refer to participatory research. Hansen et al. (2001: 296) give the following terms that they identified in the literature: collaborative research, participatory action research, transformative research, and action research. These terms are often used synonymously, but the interpretations are often different. However, the general premise of participatory research is the active involvement within the research process by the participants; that is, those that would be considered as research subjects in traditional research approaches. This has resulted

in participatory research being described by some researchers as having a 'social action focus, transformative objective, and a participatory process' which is 'emergent and fluid not easily reduced to procedural universals' (Hansen et al. 2001: 296). Calabrese Barton et al (2002: 193) view the 'importance of participatory research' or doing research 'with,' rather than 'on', as a way to value more authentically the needs and concerns of the research participants (i.e. children, teachers, parents).

The level and definition of 'participation' varies from research to research. Some believe that participation of students in research, and/or students as researchers, requires the involvement of students not only in the process of research but also in setting the research agenda and dissemination of results (Bland & Atweh 2007; Doherty 2002). Hansen et al. (2001) argue that just because participants might be involved in all aspects of the research, the contextual and institutional issues within education can result in 'pseudo democracy' in the participatory approach, if it is assumed that participation in all aspects equates to authentic participation in the research and not ensured through conscious implementation. Emphasising the 'intent' of a participatory approach as being most important, as the following quote suggests, can overcome this situation:

The creation of a learning community for all its participants: a community that includes rather than excludes that creates knowledge rather than assuming that it is all produced by others, and that, while accepting the boundaries of subject and the authority of knowledge, encourages a constant construction and deconstruction of these boundaries (Lieberman, 1994: 207).

Participatory research that involves students as participants (students as researchers) can take various forms. In Doherty's (2002) study students were involved in the creation and design of the surveys to be used for the collection of data for a quantitative study. Student involvement could be through a combination of interviews, group observations, and surveys from stakeholders as a means to guide curriculum innovation as in Brooker and Macdonald's (1999) study, or the use of a consultation methodology by Warwick (2008) for listening to student voices in Citizenship Education. This consultation is in the form of a dialogue based approach, during which students are asked direct questions regarding a particular concern. It also involves the use of small activity groups to ascertain the reason for particular responses.

The transformative aspect of participatory research has been cited by researchers (Warwick 2008; Udas 1998; Calabrese Barton et al. 2002; Kidd & Krall 2005). This is due in part to the learning process experienced by the participants involved in the research and the research process itself being 'based on principles of social justice, non-hierarchical relationships, and reciprocal learning between participants and researchers' (Veale 2005: 270). And so the methodology employed needs special attention. Calabrese Barton et al (2002) call for 'methodological innovations' in order for the experience to have an impact on the participants, whilst Udas (1998) questions 'the appropriateness of traditional positivistic scientific methodology and philosophy' for participatory projects. This is of particular importance when the participants are young people as discussed in the following section 3.4.1.3 in terms of the ethical considerations when working with young people in research in general.

Involving students as participants in research requires that the method used must not only be suitable for the research question(s), but must also be suitable for the young participants allowing them to feel empowered within the process (Jones 2004). It is for this reason that 'creative' methods have been used in participatory research as data collection tools, such as photography, games, role-plays, and drawings to mention a few (Nieuwenhuys 2004). These 'creative methods' also serve as 'constructivist tools to aid participants in the process of knowledge production which is at the core of participatory research' (Veale 2005: 270). The discussion presented within this section adheres to the beliefs that sparked my initial interest in this research as discussed in chapter 1. The notions of inclusion, democracy, and equity that underpin Citizenship Education, student voice and engagement, and the ideology of 'transformative' pedagogies all discussed in detail in section 2.4.1.

'Participation' within this research took on a variety of forms, due to the feasibility of involving students within the research process. The area of research was initially set by the researcher and the research questions were developed through a review of the literature, and so the student participants were not involved in setting the research agenda. However, student participants were involved in the planning of and 'action' within Activity 1. In Activity 2, the students were provided with a choice of which games they played. Finally, in Activity 3, the students led the discussion on how they used the online collaborative white space, the group discussion and a review of the written

report regarding the Activity 3 experience. The following subsection will discuss ethical considerations related to researching with young people.

3.5.3 Researching with young people and ethical considerations

The main concern with regards to involving young people in research is due to the power relations between an adult and a child and how this power (which is skewed towards the adult) can affect the child's freedom of speech, participation, and decision making within the research process. These power relations are present for many reasons, such as the current institutional hierarchy established between a student and his/her teacher within the education system, the relationship between a parent and a child, even the physical dominance of an adult over a child shapes this skewed power distribution. At its extreme this power can result in coercion, intimidation, and manipulation of a child.

It is also this uneven power that predicts the way in which children are perceived by adults in general, and by researchers. Robinson and Kellett (2004) give four positions of the child in research.

Table 3-3: The view of the position of the child in research (Robinson & Kellett 2004).

Perception of child	Perception of child's ability	Research Orientation
Object	Dependent, incompetent, and vulnerable	Adult accounts and perspectives
Subject	Social maturity and cognitive ability judged	Child-centered
Social Actor	Autonomous and interact with their environment	No distinction between adult and child
Participant/Observer	Able to be informed, involved and consulted	Partnership and knowledge sharing between child and adult

If children are viewed as the object of research, they are often perceived as incapable of any understanding or discernment in the research process, or of the research problem itself. As a result the child is often viewed as needing protection (Robinson & Kellett 2004). Communication does not involve the children in the research and the results are directed for and to adults. In this situation the adult has ultimate power over the child. The child as a subject in research takes on a more 'child-centred' approach in terms of children being consulted with regards to a particular subject that has a bearing on their lives; however the adult continues to possess all the power within this orientation. The adult chooses which children are to be consulted, which are based on the maturity, and cognitive abilities of the children to be involved. This judgment is decided upon using adult perceived views of maturity and cognition, which again skews power towards the adult (Robinson & Kellett 2004).

The child as social actor places the child as an autonomous entity that interacts with other social actors within their environment, which changes and develops the child in an on-going process of exchange. There is no distinction between the child and adult, therefore research methodologies and ethical standards are not adapted to accommodate any differences between the child and adult. If there were no issues with regards to 'power relations' between adults and children, this position would allow for a more even power distribution between the adult and child, as the child would be treated as an adult partaking in research; informed by voluntary participation. However, this is not the case in today's society, and so the power relation is still skewed towards the knowledgeable adult researcher (Jones 2004; Robinson & Kellett 2004; Nieuwenhuys 2004).

Many have cited the UN Convention of the Rights of the Child (General Assembly, 1989) as being the driving force behind the perception of the child as participant and co-researcher (Warwick 2007; Robinson & Taylor 2007; Greig et al. 2007; Hill 2005). The Act stipulated the need for children's opinions and views to be heard and the need for them to make decisions regarding matters that affect their lives. This is an honourable endeavour, and should allow for a more even spread in the power distribution between the child and the adult. However, criticism of this position is that power sharing should not, and cannot, be assumed (Robinson & Kellett 2004; Freeman & Mathison 2009). It is for this reason that the research process and methodologies employed when involving children in research need to be appropriate (Hill 2005; Hill 2009).

In working with young children as participants within research, it is essential that the research approach and methodology attempt, as much as possible, to equalise the distribution of power between the child participant and researcher. This is to prevent the negative consequences of this power; that is the research needs to be conducted in an ethical way. It is essential to have open communication with the child participant and continued reassessment of the aspects of the research as it progresses in order that the participants continue to be treated ethically (Freeman & Mathison 2009).

Ethics are a main concern in conducting any type of research, but they are particularly important when an adult researcher is conducting research with young children, irrespective of the perspective in which the children are viewed: as objects, subjects, social actors, or participants. The reason for this has been discussed in previous paragraphs of this section. There are three fundamental ways in which ethics can be based. The first is based on principles of respect and justice. This is that those conducting research should always attempt to do the 'right thing' at all times, with regards to participants, process, funding, and dissemination of results. The second premise is based on the rights. This takes the form of voluntary consent, information transparency with regards to the participants, that the research is beneficial to those involved, and that harm, discrimination or neglect will be avoided. The third and final notion of ethics is based on best outcomes; the research is attempting to improve the lives of stakeholders of the research (Alderson 2004; Hill 2005; Greig et al. 2007).

It is important that an ethical stance is applied to each aspect of the research process with children. This ethical stance is applied, by the researcher asking and critically addressing questions for each aspect of the research to be conducted. Hill (2005) provides 10 'key ethical issues' when working with young children. Some examples of these start from the beginning of the research; is the research of benefit to the children? Privacy and confidentiality; will the information gathered from the children be kept safely? Is consent given freely and can participation be withdrawn at any point in the research process?

However, this position of ethics being the central focus with regards to research with young children is criticised by Punch (2002: 325). She believes that this can often distract from other essential areas of the research which contribute to the ethics of participation, such as 'developing rapport, not imposing the researcher's views and interpretations' and logistical issues of research setting.

The idea of utilizing 'creative' or 'task-based' methods with young children, especially within a participatory approach, has been suggested as an option to build rapport with children and aid in making the research process fun (Boyden & Ennew 1997). O'Kane (2000: 137) believes that 'participatory activities enable dialogue about complex and abstract issues, facilitating the child's own interpretations of the relationships, messages and negotiations that structure their lives'. However, Punch (2002) cautions about making assumptions with regards to the use of these methods over traditional methods used with adults, as she believes this makes an assumption on the child's abilities.

The inclusion of creative methods into the participatory research framework with children, aims at addressing the issues as discussed in this section of research with respect to young people and ethical considerations. There are a large variety of creative methods that have been developed for working with young people, such as paintings, drawings, photography, video recording, and many more (Cornwall 1996; Lykes 1994; Lykes 2001). These methods are placed within the data collection aspect of the research process and are often standard research tools that have been adapted 'creatively to address the research purpose,' therefore, the creativity and innovation comes from how the tool has been employed (Greig et al. 2007: 115).

An additional consideration with regards to ethics was that of discussing controversial topics with young children. It was anticipated that controversial topics would become evident within the discussions during the research. Handling controversial topics in the classroom is by no means an easy task. It takes skill and courage for an educator to handle particular questions and discussions. However, there is evidence that the exploration of controversial issues with students in the classroom can have a direct and positive impact with regards to their political attitudes and civic behaviour as an adult. The two main factors that influence the successful exploration of controversial issues are an open classroom environment with a neutral and unbiased teacher (Hahn & Tocci 1990).

An open and supportive climate has been cited as the most important factor with regards facilitating controversial issues in the classroom (Glenn 1972; Hahn et al 1990).

An open classroom environment has been described as a classroom in which controversial issues can be discussed openly through discourse and debate, with different perspectives and opinions presented (Campbell 2008; Harwood & Hahn 1990). It is also important that when students are involved in controversial issues a wide range of views can be brought forward, so that all students feel free to express their opinions. The teacher should be willing to (or at least be perceived by their students to be) discuss all ideas (Harwood & Hahn 1990).

The second most important factor is the teacher's disposition. The position of the teacher needs to be neutral and objective in an open atmosphere which actually encourages students to give their own opinions (Ehman 1969). A teacher that was able to create an open classroom climate and was perceived as 'fair, knowledgeable, concerned, interesting and understandable' also improved the atmosphere and outcomes of controversial issue discussions (Hahn 1990: 348). It ensured that all students felt safe.

Harwood & Hahn (1990: 4) provide some preparation guidelines for a teacher or educator attempting to deal with controversial issues in the classroom:

1. Selection of issues – Should be of interest to the students involved.
2. Student preparation – Guidelines to discussing and giving opinions.
3. Provision of information sources - Students should have some prior knowledge or understanding of the subject.
4. Open discussion climate – A safe and intellectual environment in which the teacher is able to tolerate many divergent views.
5. Maintaining focus and direction – Having a discussion agenda.

6. Intellectual Balance – All views are given about a topic.
7. Equal participation – Encouraging all students to voice an opinion.
8. Expression of teacher's/educator's personal views – The adult must always present their view as opinion and not fact.

It is also important to realise that controversial issues may cause emotions to surface from a student that maybe personally affected by the topic. This has been highlighted as evidence of affective learning and should be viewed as successful (Ezzedeen 2008). The following section will describe some of the students that were involved in Cycles 1 and 2 of the action research project.

3.6 Pen Portraits of students involved in Activity 2 and Cycle 2 Activity 3

These five pen portraits are examples of the students who took part in Activities 2 and 3 as classroom participants. They are provided to give a detailed description of the context of the research and transparency as advocated in the literature regarding AR and researching with young people (section 3.4.1). Many of the personal circumstances, such as being care givers to younger siblings at home, or having disruptive family situations, resulted in school not being a priority. Names are fictitious and do not resemble any of the names of the students involved in the research.

Samuel was a 14 year-old grade 9 student, who had recently moved to the area from America to live with his father. Samuel had been getting in trouble at school in America and had already been expelled from one school. When he arrived at the high school he had only been there two weeks before two of his teachers (separately) referred him to my program. Samuel was not diagnosed as hyperactive; however his teachers seemed

to think that he was. He was continually asking to leave the classroom in every class and did not complete his assignments on a regular basis. His 'excitable' behaviour often resulted in him being asked to leave the class due to him distracting other students and this resulted in disciplinary measures such as days of suspension.

Ryan was 14. He had lived in America with his mother. He had been sent to live with his father in Canada due to his repeated disruptive behaviour at school as an attempt to try and improve this situation. Ryan was referred to me by all his schoolteachers one month into his first semester. Ryan had difficulty in concentrating and staying focused in class and was constantly roaming the corridors at school.

Sofia was a 15 year old grade 10 student who was 'labelled' by teachers and students within the school as having a 'bad attitude'. She did not like to interact with other students in her classes. She was currently taking applied classes at school; applied classes only permit entry into colleges and not Universities. She missed handing in assignments regularly and was averaging around 50% in her school subjects. Sofia had been referred to the program in grade 9 due to her 'attitude' and was considered a difficult student; on consulting with her to join the program in grade 9 she had not been interested and did not feel that she needed any additional assistance. It took a year of my continued persistence of connecting with her during the school day, in order to develop a relationship with her before she was willing to trust me and join the program.

Derek was a 16 year old grade 11 student who had been a member of the program for two years. He was referred to the program due to his poor attendance at school, resulting in low academic performance. His attendance had improved considerably over the year from missing nearly 50% of school days to missing a third of school days. He also had a tendency to challenge authority, which also contributed to his poor attendance at school due to the resulting suspensions. He enjoyed sports and was in three of the school sports teams.

Felicity was a 17 year old in grade 12. When starting high school at 14 years old she was a hardworking and respectful student then in her second semester of grade 11 her marks began to deteriorate due to family circumstances. She became extremely angry, exhibiting negative behaviours such as being confrontational to her teachers and was continually in physical fights with other girls within the school. This again resulted in disciplinary consequences from the School Administration. She was referred to the program by a school Vice Principal as an attempt to build a support network for her at school.

All of the students described above were hard to reach students, who needed motivation to succeed in school. Their engagement in the classroom, as with all students was important to their success in school. The following section will provide a description of the research design.

3.7 Research Design

This section will describe in detail the research design that was based on an action research methodology which also utilised a participatory approach to the research process. Section 3.6.2 will describe Cycle 1 Activity 1 of the research design which was investigating the use of student voice in the Citizenship Education classroom and how this could be achieved. Section 3.6.3 will describe Cycle 1 Activity 2 which involves the investigation of the use of technology in the Citizenship Education classroom and how it might be used. Section 3.6.4 describes the Cycle 2 Activity 3 of the research study which involves an investigation into the use of student voice through technology as a medium for Citizenship Education.

3.7.1 Research Design Overview

An action research design conducted over two cycles was utilised due to its appropriateness with regards to the research question and the contextual circumstances of the researcher. The research question involved the investigation of 'process' and engagement as discussed in section 2.4.2. There were some fundamental concerns that the research design presented due to the nature of conducting research with students and the principle of student voice. These were authentic voice, student participation and engagement, ethics and researching with young people in general (sections 3.4.1.1, 3.4.1.2 and 3.4.1.3). These concerns had a direct influence, not only the my research design, but also on the choice of data collection tools, which are described in greater detail in chapter 4.

The research was conducted over two cycles. Cycle 1 involved two different Activities to investigate two parts of the research question as described in section 3.1; student voice and technology. Lessons learnt from the investigations in Cycle 1 were then used as the basis for the design and implementation of Cycle 2 of the research.

Cycle 1 Activity 1 explored how student voice could be used in the engagement of students in the subject area of Citizenship Education. Cycle 2 Activity 2 explored how technology could be used to engage students in the subject area of Citizenship Education. The investigation conducted in Cycle 2 addressed the full research question of how student voice in conjunction with technology, could be used to engage students in the subject area of Citizenship Education, by addressing issues that had become apparent in Cycle 1 Activities. The following sections will discuss the design of each Activity in each stage of the research investigation in sequential order; Cycle 1 Activity 1, Cycle 1 Activity 2 and Cycle 2. The sections will begin with a description of the aspect of the research question they address, followed by a description of the Activity and process, however full descriptive details with regards to the planning and implementation of the two cycles are given in chapter 4.

3.7.2 Cycle 1 Activity 1 – Exploring Student Voice

Activity 1 was developed to investigate how student voice could be used to engage students in the subject area of Citizenship Education, as mentioned in the previous section. This resulted in the need to explore sub-questions related to the nature of the

curriculum, young people's perspectives of citizenship and citizenship pedagogical approaches, such as does the Ontario curriculum structure allow for the non-textbook exploration of Citizenship Education (discussed in section 2.4)? Can student voice be used as a pedagogical tool? Can young people demonstrate an understanding of the current constructs of citizenship (described in section 2.2.1)? In addition to the rationale provided for the research design as described in section 3.4.1, there were two further considerations which influenced the design of Activity 1; gaining student voice using a participatory approach and accessibility to students. These considerations resulted in the use of a creative methodology and a multi-method approach to data collection as discussed in section 3.5.

Activity 1 was implemented through the planning of a youth conference. It involved 3 different phases of tasks and data collection instruments; pre-conference, during and after. Full details are provided in chapter 4. The ethical guidelines as set out by BERA and the University of Nottingham were followed (BERA 2004). Permission from the respective high school Principals and the School Board for which I was employed were gained; this involved the submission and approval of ethic applications. All participants received parent consent letters, which included an explanation of the research and my researcher contact information in case of further questions (see Appendix 1). The participants also received consent information and at the beginning of every consultation session, where the research was explained and students were given the option of leaving the session and attending a different workshop. No personal

information was collected within the sessions, so there were no privacy concerns. Confidentiality was assured by not linking responses to participants.

The following section will provide a description of the design for Activity 2 in Cycle 1, which was used to investigate technology for the engagement of students in the subject area of Citizenship Education.

3.7.3 Cycle 1 Activity 2 – Exploring Technology

As discussed earlier in section 3.6.2, Cycle 1 Activity 2 would focus on the second part of the main research question; how can technology be used in the engagement of students in the subject area of Citizenship Education in the classroom? This investigation, as with the investigation conducted through Activity 1, generated sub-questions related to it; what are the factors an educator needs to consider when using technology in the Citizenship Education classroom? What are the students' perspectives on using technology in the Citizenship Education classroom? How can technology be used to facilitate the learning process within the Citizenship Education classroom? These sub-questions were derived from the issues highlighted through the literature review on technology presented in section 2.6.

Activity 2 was conducted through online games created to explore Citizenship Education themes as supported by the literature on Citizenship Education. Students were given the opportunity to play games and then discuss their ideas, perspectives and opinions

regarding what they had learnt about a particular topic. Research into the games and full planning details are provided in chapter 4.

3.7.4 Cycle 2 – Combining Student Voice and Technology

The aim of Cycle 2 Activity 3 was to combine the pedagogical aspect of student voice that was investigated in Activity 1 of the research with the use of technology in the Citizenship Education classroom, using the findings from Activity 2. The main adaptations made to Activity 3 were that greater emphasis was placed on the integration of student voice and technology. The observational levels of engagement and the discussions with the students in Activities 1 and 2 provided direction with regards to the revised planning stage for Cycle 2 Activity 3.

Activity 3 utilised an online collaborative whitespace as the technological component which allowed for the integration of a modified role play exercise that had been used in Activity 1 to investigate how this could be used to engage students in Citizenship Education. A full description of the planning and implementation is given in chapter 5 of this thesis.

The following section will present the process of evaluation for the research study. It discusses the theoretical underpinnings of qualitative action research and working with young people and how they relate to the context of this research.

3.8 Research Evaluation

It is important to discuss the criteria for the evaluation of this research. As discussed in section 3.2, the epistemological and ontological stance of this research is based on an interpretivist and constructivist orientation. The evaluation of my research is therefore based on the criteria of trustworthiness and authenticity, rather than the positivist orientation of reliability and validity (Guba & Lincoln 1989).

Authenticity as a criterion for evaluating research is based on the concepts of fairness, the engagement of moral critique, and the empowerment of the participants involved. Trustworthiness relates to the creditability or feasibility of the results from the research, the production of rich and descriptive accounts of the study and its context, the collection and storage of data from each stage of the research process so it can be upheld under scrutiny, and that the researcher has behaved in an ethical and objective manner (Bryman 2001).

In order to increase the rigor of my research, I have considered evaluation throughout the research process by addressing the criteria of trustworthiness and authenticity as I designed and implemented each Activity of my research (Morse et al. 2002). The research objectives and design were based on the criteria of trustworthiness and authenticity. The choice of a participatory approach within the research, the use of the ecological interpretive framework, and data collection tools are all based on my belief in the need for a transparent, ethical, and empowering research experience for all

participants involved. Participants were provided with the opportunity to review and comment on my report when it was feasible to do so, ensuring that the evaluation of research has not been an afterthought but an intrinsic consideration throughout the research process and thesis writing.

3.9 Summary

This chapter presented the research methodology for the study. It began with the positioning of the epistemological and ontological stance of the research as being aligned with a qualitative orientation. It provided a description of the background and motivations of the practitioner.

This was followed by the presentation of the ecological interpretive conceptual framework that provided coherence between the epistemological underpinnings of the research, conceptions of student voice and technology and the conceptions of Citizenship Education. The framework would also provide a foundation for the interpretation of the results once the research was conducted.

The research methodology of practitioner inquiry with an action research approach was described. The choice of action research was based on the investigation of the research question; how can student voice and technology be used in the engagement of students in the subject area of Citizenship Education in the classroom, which is fundamentally an enquiry into the improvement of processes and the position of the practitioner as

researcher duality. Both these reasons and other considerations, as discussed in sections 3.4 and 3.5 provided the rationale for using an action research approach.

A description of the research design that was based on two cycles of action; the first cycle consisting of 2 Activities to explore student voice initially and subsequently technology and then the second cycle explored the combination of student voice and technology after the reflection and revised action plan as congruent with the action research approach. The final section discussed the continued inclusion of research evaluation as based on a qualitative action research approach such as the transparency of the research process. Chapter 4 will present the detailed description of Cycle 1, Activities 2 and 3, in detail. It will present the results from the two Activities.

Chapter 4 Cycle 1 - Investigating Student Voice (Activity 1) and Technology (Activity 2)

4.1 Introduction

Chapter 3 presented the interpretive conceptual framework and the rationale for the practitioner inquiry approach adopted to investigate the research question; how can student voice and technology be used in the engagement of students in the subject area of Citizenship Education in the classroom? The research design was based on an Action Research (AR) methodology so that the 'how' of the research question; the process involved in incorporating student voice and technology as engaging pedagogies in the subject area of Citizenship Education, could be investigated.

Two AR cycles were planned. Cycle 1 involved the implementation of two independent activities; Activity 1 and Activity 2. Activity 1 was designed to investigate using student voice to engage students in the subject area of Citizenship Education. There were also sub-questions which were of significance with regards to student voice (as discussed in section 3.7). These were, does the Ontario curriculum structure allow for the non-textbook exploration of Citizenship Education? (Section 2.4) Can student voice be used as a pedagogical tool? Can young people demonstrate an understanding of the current constructs of citizenship? Activity 2 was designed to focus on the use of technology to engage students in the subject area of Citizenship Education and again the investigation resulted in the need to explore related sub-questions; what are the factors an educator

needs to consider when using technology in the Citizenship Education classroom? What are the students' perspectives on using technology in the Citizenship Education classroom? How can technology be used to facilitate the learning process within the Citizenship Education classroom? Cycle 2 would investigate the main research question in its entirety using the findings from Cycle 1 and the literature to inform the plan for Activity 3.

The AR stages for Cycle 1 are presented in this chapter. Section 4.2 provides an overview for Activity 1 and the context in which the research was conducted to allow full transparency of the research. Section 4.3 presents the 'plan' stage for Activity 1 providing an in-depth description for the rationale and development of the data collection tools and tasks. Section 4.4 describes in detail the 'act & observe' stage for Activity 1. Section 4.5 presents a reflection on the data collected.

Section 4.6 provides an overview of Activity 2 in Cycle 1, which is followed by a presentation of the planning stage. Section 4.8 describes the 'act & observe' stage for Activity 2 and the final stage; 'reflect' is presented in section 4.9. The chapter ends with a presentation of conclusions regarding the reflections from across the whole of Cycle 1.

4.2 An Overview of Cycle 1 Activity 1

Activity 1 of cycle 1 involved the exploration of the use of student voice in the engagement of students in the subject area of Citizenship Education as discussed in sections 2.5 and 3.5. Activity 1 involved the design, planning and implementation of a school conference (see figure 4.1), the context of which is described in section 4.2.1.

AR Cycle	STEP	Activity 1 RQ – student voice	Activity 2 RQ - technology
ONE	PLAN	Development of research questions based on theories from Citizenship Education, student engagement, Student Voice and technology.	Development of research questions based on theories from Citizenship Education, student engagement, Student Voice and technology.
	ACT & OBSERVE	Use of pedagogically orientated research methods to illicit and explore student voice; role play, group discussions. Data collection methods of participant observation, group discussions, student written responses.	Use of online gaming to explore CE themes and topics. Data collection methods of participant observation, student notes, group discussion, reflective journal.
	REFLECT	Analysis of data collected during the observe stages of cycle 1.	Analysis of data collected during the observe stages of cycle 1.
AR Cycle	STEP	Activity 3 RQ - student voice and technology	
TWO	REVISED PLAN	Development of a plan of action after reflection on theories from Citizenship Education, student engagement, Student Voice and technology and lessons learnt from cycle 1.	
	ACT & OBSERVE	Exploration of Citizenship Education using an activity adapted from activity 1 through an online collaborative whitespace as medium. Data collection methods of participant observation, reflective journal and student white spaces.	
	REFLECT	analysis of the data collected at the observe stage of cycle 2. Re-engagement with the literature/theory.	
REPORT – Conference papers, book chapters and doctoral thesis			

Figure 4-1 Action Research Cycles

Activity 1 was carried out over 3 distinct data collection phases:

- **Phase 1 Preparation** - Preparatory exercise and co-facilitator involvement in conference set-up.
- **Phase 2 Consultation** - Interactive role play (IRP), small activity groups and observational notes
- **Phase 3 Debriefing and evaluation** – Co-facilitators' debrief and evaluation forms completed by the elementary school students.

Figure 4-2 shows the phases of Activity 1.

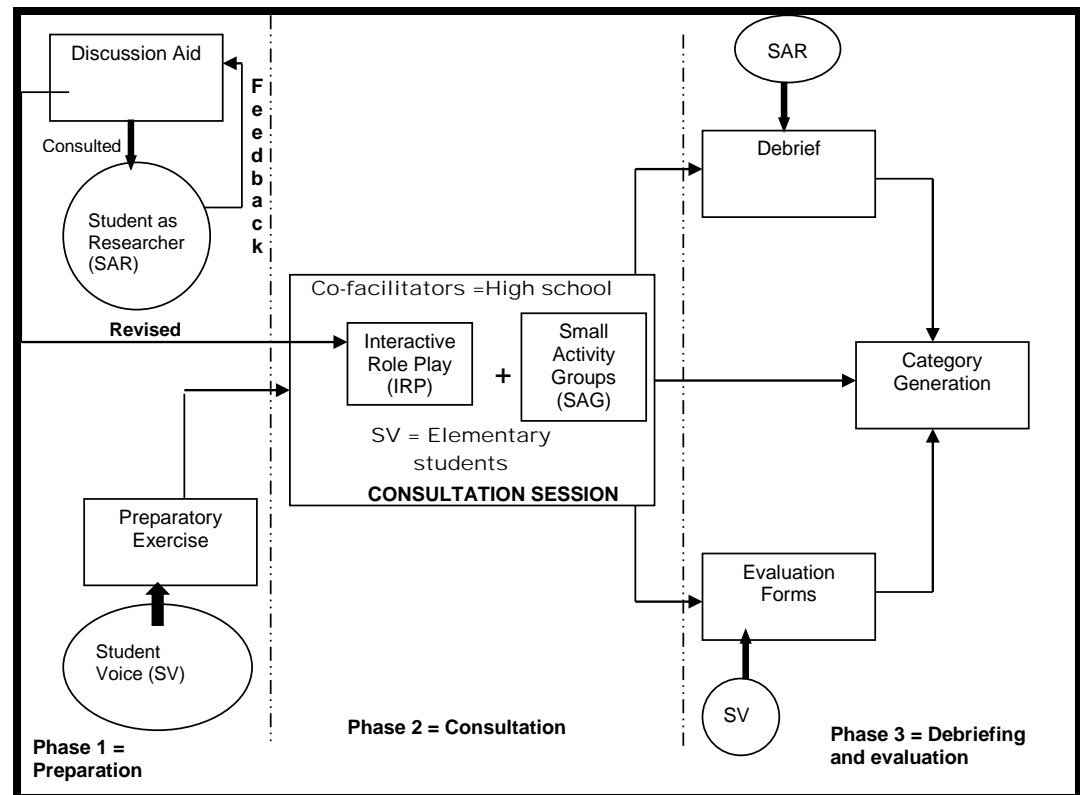


Figure 4-2 Overview of Activity 1 Cycle 1

The planning stage of Activity 1 involved the development of the research question through engagement with the literature on student engagement, student voice and Citizenship Education (sections 2.4.2 and 2.5.1). Through these theoretical underpinnings the ‘action & observe’ stage of the AR project were created. Each of the data collection tools developed for Activity 1 (which will be explained in greater detail in section 4.3.1), were based on concepts revealed through the literature and the ecological conceptual framework. The following section will describe the context in which Activity 1 was conducted.

4.2.1 Context for Activity 1

Access to students for the purposes of research must follow the School Board’s policy and procedures (see appendix 11 for the policy document) and I was required to submit an application to the School Board Ethics Committee. Permission was sought and granted by the Principals of both high schools for the event and research. The high school students could not be members of, or take part in, any activity within the program without the consent of their parent or guardian. However I took extra precautions to ensure that the students did not feel exploited, by adhering to the principles of working with young people in research as discussed in section 3.5.3. I designed and developed the conference as part of a leadership initiative for the high school students in my school program as mentioned in Chapters 1 and 3 of this thesis. The conference was conducted in two different high schools on two different days. The conference format remained the same in both high schools. The high school students in both schools were a mixed gender group ranging in age from 14 to 19 years old. These

high school students were involved in the design and facilitation of the conference as a whole, and were an integral part of the conference and of this research as described in section 3.6. The conference consisted of four workshop sessions that the Grade 8 elementary school students would attend on a rotational basis throughout the day. The workshops were Expressions through Art, Dance, Working as a Team, and the Citizenship Education consultation session. Each session was an hour in duration. Table 4-1 shows the group rotation for the workshops in the conference during the day.

Table 4-1: Group rotation for workshops in the conference.

Workshop	Session 1	Session 2	Session 3	Session 4
Self-Expressions	Group A	Group D	Group C	Group B
Dance	Group B	Group A	Group D	Group C
Teamwork	Group C	Group B	Group A	Group D
Citizenship	Group D	Group C	Group B	Group A

The Grade 8 students were from the corresponding ‘feeder’ elementary schools. In Ontario the description of a ‘feeder school’ is given to an elementary school within the school district of the high school to which the elementary school student can attend. In Ontario it is not mandatory for a student to attend the high school within their district.

The Grade 8 students were mixed gender and between the ages of 13 and 14. On arrival to the high school conference the students were placed into 4 randomly mixed elementary school groups containing between 20 and 25 students, and each group was designated a group colour for identification purposes only. I have already provided a description of the background of the high school co-facilitators that were involved in the Activity 1 research in section 3.6. The elementary schools were based in lower socioeconomic neighbourhoods and the high school co-facilitators were students that

were at risk from dropping out of high school for a variety of reasons; academic, behavioural, and personal issues causing poor school attendance. The following section will describe the 'plan stage' for Cycle 1 Activity 1.

4.3 The Plan Stage of Activity 1 in Cycle 1

As previously discussed in section 3.4, Activity 1 was developed to investigate the use of student voice in the engagement of students in the subject area of Citizenship Education. The concepts of students as researchers and creative methodologies were cited in the literature (see section 3.5), as beneficial approaches for research with young people and these were selected as methods for investigating and introducing student voice into the research.

Activity 1 consisted of two distinct methodological elements. The first was the participatory approach or students as researchers, which involved co-facilitators, and the second element was the use of a creative methodology for investigating student voice within Citizenship Education. Table 4-2 shows the methodological concepts that were used and how they related to the students, their roles, and the chronology of events that occurred in Activity 1.

Table 4-2: Chronology of the stages of the activity 1 research process and the methodological concept.

Chronology	Methodological Concept 1 Students as Researcher (Co-facilitators) – High School Students	Methodological Concept 2 Student Voice (SV) – Elementary school students
Pre-conference	Conference organisation. Consultation regarding IRP. Conference set up.	Preparatory Worksheet
Conference	Conference chaperones Consultation co-facilitators Consultation debrief	Participants in consultation sessions. Evaluation of workshops

The methodology involved a variety of creative methods as data collection tools. The creative methods that were used to gain the student voice consisted of three distinct phases of data collection (see figure 4.2): the preparation phase involving a preparatory exercise and high school co-facilitators helping with the conference set up; the consultation phase involving the interactive role play (IRP), small activity groups and observational notes and the final debriefing phase involving the co-facilitator debriefings and the evaluation forms completed by the elementary students. The following section will discuss the rationale, design and use of the activities and data collection tools utilised in Activity 1.

4.3.1 Data Collection tools from Activity 1

Each phase within Activity 1 used a different data collection instrument. The rationale for each of the methods is as follows:

1. **Preparatory exercise** – This was used for three main reasons. The first was to provide the student participants with an opportunity to explore the area of

Citizenship Education. The second reason was to elicit an emotional stake in the research for **all** the student participants. The third reason was a data collection tool to collect data about the individual participant's perspective on the subject.

Preparatory Exercise

Student name:

School:

Teacher:

HEALTHY MIND, HEALTHY BODY, HEALTHY STUDENT

The purpose of the conference is to explore the link between how a healthy body and engaged mind can improve the quality of your educational experience.

Team Building

List 5 qualities that you have that you feel makes you a valuable member of a team:

Good Citizenship

What positive actions can you take to be a 'good citizen' in the following places?

1 School

2 Classroom

3 Your family/home/community

Fitness

List 3 physical activities that you currently take part in. Do you think participating in these activities help you with being a better student?

Art

In your opinion how can art improve our world?

Figure 4-3 Preparatory Exercise

2. **Interactive role-play (IRP) exercise** – The interactive role-play (IRP) exercise was conducted during the consultation sessions. It had several purposes; as a discussion aid to facilitate the small activity groups and as a creative method for

the participation of the young people in the research process for reasons described in section 3.5. It was designed to facilitate the collection of data from a large number of participants in a constrained time period. It was also designed with the notion of increasing the engagement of the students and supported the learning processes throughout the consultation sessions. A full description of the IRP is given in figure 4-4. The data was captured on a role-play form that the high school co-facilitators and I constructed is discussed in further detail in section 4.3.1.

Chapter 4: Cycle 1 – Investigating Student Voice (Activity 1) and Technology (Activity 2)

Consultation Session – Interactive role play scenario

This workshop will be structured as follows:

- 1) Welcome to all students, ground rules for the discussion, use of results from the discussion
- 2) Students will be divided into 5 groups of 5 and each group will be given their background cards.
- 3) The role-play introduction will be read and the scenario explained.
- 4) The students will be given 15 minutes to discuss in their groups their ideas.
- 5) Applicant 1 will present their case, followed by Applicant 2. The Fostertonian Government will use the criteria and points system to score the applicants.
- 6) Fostertonian will announce the successful applicant based on their scoring system.
- 7) Wisordor will then present their case for the applicants staying.
- 8) Applicants will decide if they chose to reapply/accept invite to Fostertonian or stay in Wisordor.
- 9) Group reconvenes for a reflection period.

Introduction

There is a world in which there are 5 countries, two of which are called Fostertonian and Wisordor. Fostertonian is located north of the world in which the country has a temperate environment allowing the growth of food and crops. There is running water, housing, free education, a good health system and the freedom of speech. The country possesses 61% of the world's wealth. Due to the prosperity of Fostertonian people from other countries continually try to become citizens of this country.

Wisordor is located South in the world. The country is prone to extreme weather conditions from below zero winters to 40 C degree heat in the summers. There are water supplies but these are difficult to obtain. Some people are able to obtain an education, and access to health care is sporadic. Due to the country's economic and social problems many of its citizens try to leave and become citizens of other countries in particular Fostertonian.

Group 1 Government of Fostertonian As the members of the Government of Fostertonian you have to develop the criteria for allowing immigrants to enter the country and become citizens. You will be required to decide which applicant can become a citizen of Fostertonian based on the criteria that you have drawn up.

Group 2 Population of Fostertonian You are a citizen of Fostertonian. You were all born in Fostertonian and feel that you should have a 'say' on the criteria used to choose new immigrants into the country. You have therefore formed a group which has decided to draw up qualities that you believe should be used to choose applicants to become citizens of Fostertonian. You will have a chance to use these criteria to choose one of two applicants to become citizens of Fostertonian.

Group 3 Applicant 1 You are applicant 1 trying to immigrate to Fostertonian. Even though life isn't too bad for you in Wisordor you feel that in order to continue your ambitions you need to leave and move to Fostertonian. You now need to put an application together to the Government of Fostertonian to state the reasons to why you would be a good person to become a citizen.

Group 4 Applicant 2 You are applicant 2 trying to immigrate from Wisordor to Fostertonian You need to put an application together to the Government of Fostertonian to state the reasons you would be a good person to become a citizen.

Group 5 Government of Wisordor You are a member of the Government of Wisordor. You are the first democratically elected government that Wisordor has had in office for 25 years. You are trying to improve the country and make changes but know that change is slow and hard. One of your major problems is the 'loss' of good citizens immigrating to other countries. You want to address their concerns. You will draw up a list of things that you think your citizens want improving in order that they may stay and not emigrate.

Figure 4-4 Interactive Role Play Instructions

- 3. Role Play Forms** – Each of the 5 small activity groups, made up of five elementary school students within each consultation session, completed a role play form. The purpose of the collection of this data was to record the decision making processes of the group.

Immigration Selection Form

	Citizen Criteria	Tick 5 most important	Points (1 to 5)	Reasons for choice	Tick if mentioned by Applicant 1	Tick if mentioned by Applicant 2
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						

GROUP 3 – Applicant 1 Application

	Citizen Criteria	Tick 5 most important	Points (1 to 5)	Reasons for choice
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				

Figure 4-5 Role Play Forms

- 4. Consultation observations** – Observations during the consultation sessions were made and recorded by the researcher and the high school co-facilitators.

The purpose of the observational notes was to provide data for a descriptive account of the context of the consultation sessions and the other data collected.

5. **Evaluation forms** – The evaluation worksheets were included for two reasons.

The first was to gauge the level of satisfaction, engagement, and overall attitude of the student participants towards the consultation sessions. The second reason was to collect data on the pedagogical aspects within the sessions that the student participants found most engaging.

Evaluation Form					
Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
1. The session's objectives were clearly stated.					
2. The session's objectives were achieved.					
3. The session's content was interesting.					
4. The facilitator was effective.					
5. The session was fun and enjoyable.					
6. I learnt something valuable or interesting from the session.					
Q7. What aspects of the session did you enjoy the most?					
Q8. How could the session be improved?					

Figure 4-6 Evaluation Form

Table 4-3 provides a summary of the data collection tools in each of the stages of Activity 1 and the rationale for their use. Sections 4.3.2 and 4.3.3 discuss how these data collection instruments are based on the two methodological concepts of students as researchers and student voice.

Chapter 4: Cycle 1 – Investigating Student Voice (Activity 1) and Technology (Activity 2)

Table 4-3: The chronological, pedagogical and research purpose of the data collection tools in Activity 1.

Chronology	Phase in Activity 1	Data collection instrument	Pedagogical purpose	Research purpose
Pre consultation session	Phase 1 Preparation	Preparatory exercise (Figure 4-3)	Literacy element to satisfy School Board initiative. Preparation of students to the subject areas that were to be explored in the conference to help facilitate in their discussions during the conference.	Individual perspectives on citizenship. It was used to explore the citizenship within the context of their current lives.
Consultation session	Phase 2 Consultation	Role play form (Figure 4-5). Researcher's observational notes. Co-facilitators' notes. *	Interactive role play exercise: As a pedagogical tool to engage the students in the consultation session. Role play forms: To provide a memory aid so that the elementary students could remember the question they were exploring. To provide examples of citizenship. To help formulate their ideas and discussions in a systematic manner. Help them to record their thoughts and ideas.	Interactive role play exercise: Discussion aid for small activity groups. Role play forms: To help support my observational notes and co-facilitator discussions. Used as memory aids during initial reflection at the end of the day. Used to form categories of citizenship. Used to explore citizenship within the context of the elementary students having 'power'. Used for a comparison of the two contexts of citizenship: preparatory exercise and interactive role-play. Observational notes: To help with the forming of data categories. As a comparative tool during data analysis.

Chapter 4: Cycle 1 – Investigating Student Voice (Activity 1) and Technology (Activity 2)

Consultation session	Phase 3 Debrief and evaluation	<p>Evaluation forms</p> <p>Co-facilitator debrief</p> <p>Researcher's notes on co-facilitators' discussions</p>	<p>Evaluation forms:</p> <p>As a means of allowing the students to voice their opinion regarding the consultation session.</p> <p>Co-facilitator debrief:</p> <p>To compare my observational notes as researcher to observations of the co-facilitators.</p> <p>To allow the co-facilitators to reflect on their roles and experience.</p>	<p>Evaluation forms:</p> <p>Gauge the level of engagement of the participants within the consultation session.</p> <p>To investigate the pedagogical aspects of the session.</p> <p>To compare the engagement of the consultation session with the other workshop sessions.</p> <p>Co-facilitator debrief:</p> <p>To use as a way to compare and consolidate data from the role play forms, my observational notes from the consultation sessions and the co-facilitator perspectives and observations.</p>
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(*This was modified due to note taking difficulties).



Figure 4-7: Students at the end of the conference.

4.3.2 Methodological Concept 1 – Students as Researchers (Co-facilitators)

The high school students that were members of my school program performed the role of co-facilitator. The students were between the ages of fourteen and nineteen years of age and were a mixed gender group. The rationale for the inclusion of co-facilitators was discussed in section 3.5; however there were also two additional reasons.

The first reason was due to my professional responsibility. My role as Program Counsellor was to help to support the high school students in attaining success in school, by focusing on their academic marks, attendance, and behaviour. These students were identified as needing extra support by either their teachers, Vice-Principals of their

respective school, through self-identification, or by referral from a fellow student. However, the program was not compulsory and students did not have to participate if they did not wish to. Parent or guardian consent was required before any student could take part in the program.

By taking the role of co-facilitators, the program provided the high school students an opportunity to rehearse and develop skills that were outlined in the program's objectives within this natural setting. For example, one objective of the educational program was to provide the members with leadership opportunities, opportunities for them to demonstrate responsible behaviour, and accountability. The conference was therefore designed in such a way as to fulfil these objectives for the high school students on the program as well as meet the 'accessibility' agenda. These objectives were also congruent with the concept of co-facilitators and student voice, and simultaneously addressed the rationale for using this research approach as discussed in detail in Chapter 3.

The second reason for the use of high school co-facilitators was that of a practical nature. It was not possible or feasible for me to set up and run the conference on my own, therefore the high school students filled this need for 'manpower', becoming a useful resource. In addition to the high school students I requested the help of five adult volunteers to assist as supervisors; this was necessary as a practical measure to fulfil the School Board's requirement for suitable adult-child chaperone ratios and as additional support for the high school students.

The adults consisted of three females and two males. One of the females was my colleague, the second was a former colleague, and the third female adult was a university student. One of the male volunteers was the Capoeira dancer, who was specifically there to teach the dance session. The last volunteer was a professor who had been involved as a mentor for the program on previous occasions. All the adult supervisors, except for the Capoeira dance teacher, were aware that the Citizenship workshop was for my research. I felt that the dance teacher only required information regarding the conference that had a direct impact on him; this was the reason for this omission. He was not involved in any way with the Citizenship workshop, and his presence had no direct influence on whether or not the conference was going to be held, how it was designed, or its purpose. He received a \$50 honorarium in appreciation for volunteering his time and energy to teach the elementary students the dance.

The university professor and university student were used as adult supervisors for the Citizenship Workshop. The reasons for this choice were that both volunteers understood my research interest with regards to Citizenship Education as a school subject, and the high school students had had previous interactions with the male university professor. I also felt that the students would feel comfortable asking the professor for assistance during the day.

The high school students were involved in every aspect of the conference in some form. They were consulted with regards to the types of workshops that the conference would host, and I refined their ideas in my capacity as Program Counsellor. A week before the

conference the co-facilitators (high school students) were involved in the preparation activities. This included the preparation of the conference information folders for each elementary school student. Each package contained a nametag and a conference flyer with the day's agenda and group rotation information. The co-facilitators placed coloured dots on the nametags that corresponded with the colour of the folder and the group that the elementary school student would be in. This was to aid with the group allocation on the day of the conference. The co-facilitators were given all the necessary resources to complete the task. It took them two days to complete the exercise as the work was carried out before school classes in the morning, during their lunch breaks, and after school.

Two days before the conference I held a meeting with the co-facilitators. At this meeting they were allocated their conference 'roles'. There were three main roles. The first role was conference chaperone. Two high school co-facilitators (one male and one female) were designated a group of elementary school students to look after and chaperone throughout the day of the conference. It was their responsibility to ensure that their group attended each workshop in the correct order and to assist the elementary students with the workshops. The designation of one male and one female chaperone per group was to address issues such as bathroom breaks on the day. The second role for the high school students was as co-facilitators of the conference workshops. This entailed helping to organise the rooms for the workshops and helping the adult supervisors during the workshops. The third role was that of 'runners' for the day, three high school students were assigned this role. Their responsibilities were to help with any

last minute or unanticipated issues that may occur during the day, and to facilitate in the time keeping of the workshops.

The allocation of the co-facilitator roles was by no means a straightforward process and there was plenty of bargaining and interchanges between the high school students and the roles that I had assigned them. The students bargained citing friendship alliances, interest in a particular workshop, and even on 'crushes' that they had on fellow students. Once the allocation of the roles was completed each workshop was described to the co-facilitators. During this initial introduction of the workshops, I presented the students with the interactive role-play (IRP) exercise that would be used in the Citizenship Workshop, and also the data collection instruments. The students understood the idea, but they suggested two additional revisions. The first was the idea of using 'keywords' on the role play forms so that the "kids would have help with some ideas" (see figure 4-5 for the role play forms), and/or "pictures or something like that on them because they look boring, Miss". They also commented that the 'countries should choose which applicant they would want to join their country'. These suggestions were incorporated into the design of the worksheets and role-play. The co-facilitators and their corresponding adult supervisor set up their respective classroom the day prior to the workshop.

The co-facilitators for the art workshop organised the t-shirt paints and accessories, and designed a way to dry the t-shirts by constructing a railing system with a stick and two cupboards. They helped to place labels with group colours on the t-shirts. The co-

facilitators for the teambuilding exercise constructed the two ‘spider’s webs’ for the workshop activity, and helped find all the necessary equipment such as volleyball poles. Figure 4-9 shows the spider web that was used in the teambuilding workshop. The runner co-facilitators and dance workshop co-facilitators helped place signage on the classroom doors to identify the workshops. Figure 4-8 shows the t-shirts produced in the Self Expressions through Art workshop and some of the materials used.



Figure 4-8: Self-expressions through art workshop.

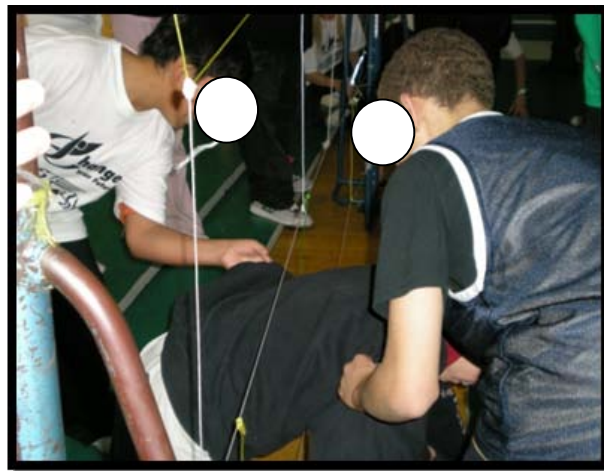


Figure 4-9: Teambuilding workshop.

Unfortunately, the dance teacher was unable to take the day off work to prepare for the workshop. The chaperone high school co-facilitators, Citizenship workshop high school co-facilitators, the two adult supervisors, and I were all involved in setting up the

Citizenship workshop. The co-facilitators arranged and grouped the desks according to the roles in the role-play, and placed labels on each group of desks to identify the 'role' in the IRP. These roles are described in figure 4-4. They marked the worksheets with the group colours and kept folders for the worksheets and evaluation forms that corresponded to the group colour for ease of identification on the day. The students asked questions regarding how to store the forms once the session was completed and produced solutions to some of the questions asked. I prepared a PowerPoint presentation that was used to assist in explaining the role-play exercise at the beginning of the session to the elementary students taking part in the workshop.

At this time I had an in-depth and final discussion with the co-facilitators, chaperones, and adult supervisors, providing them with details of the Citizenship Workshop, how the workshop related to my research, and what types of information I wanted them to collect during the workshop. I showed the co-facilitators the final version of the worksheets in which I had incorporated their feedback. There was opportunity at this time for questions and for any individual to decide not to take part in the research aspect. Even at this late stage, I could have re-allocated roles between runners and workshop facilitators of the Citizenship workshop and relied more on the adult support. All those involved were still willing to take part and showed an enthusiasm and commitment to be involved in the workshops and the research.

I explained to the high school co-facilitators and adult supervisors that they were mainly 'observers' of the processes and interactions that were to take place in the workshop. I instructed them to take notes regarding their observations of behaviours of the

elementary students within their groups, and to record any feelings that they had during the conversations that they were witnessing. I also asked them to observe the following: How did the group interact? Did the participants appear interested and involved? Did all the group participants take part in the discussions or was it only just one or two? What topics were discussed within the groups? Were there discussions that seemed unimportant or irrelevant to the focus of the workshop? The high school co-facilitators were also asked to record any questions that were asked of them within the groups. I explained that the notes did not have to be grammatically correct and that ‘short-hand’ could be used, as we would debrief to clarify any abbreviations immediately after each session and that I would be taking notes during these debriefs of *their* feelings and observations.

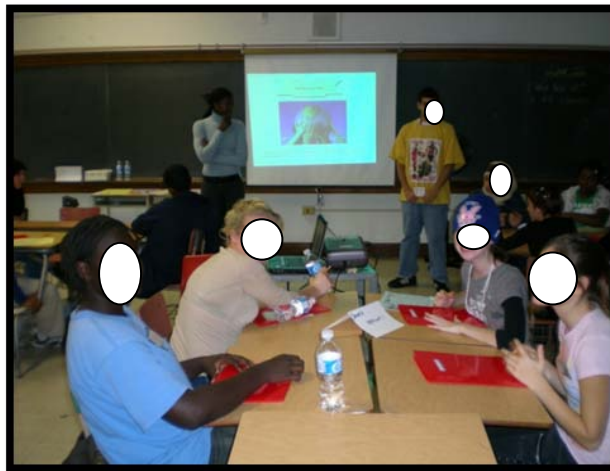


Figure 4-10: Citizenship workshop - consultation session.

4.3.3 Methodological Concept 2 – Student Voice (SV)

The methodological concept of student voice (SV) was the central focus for the research conducted in Activity 1, and therefore a creative methods approach was chosen to elicit

the student voice for reasons discussed in section 2.5 and 3.5. It was also important that my research was not merely the taking of information from the participants, but a symbiotic process in which the elementary school students also found the research engaging and a learning experience for them.

In general, the data collection instruments were designed to try and collect the students' understanding of citizenship and what the concept meant to them. They were designed to gather this information from a large group of students, incorporating multiple 'voices', perspectives and understandings of citizenship, in a situation that is similar to a school classroom. The reason for the use of the term 'consultation' for the Citizenship workshop was to distinguish it from the other workshops within the conference. It was also important to demonstrate that the session was not simply an information gathering session purely for the benefits of my research, but that it was a genuine attempt to include, get advice from, and 'hear' the student participants. The workshop could help guide the development of the research, and could be used as the basis for a practical framework for the inclusion of student voice in the Citizenship Education classroom. It was hoped that this would in turn provide an outcome that might influence the nature of the curriculum.

I personally designed all the data collection tools for each stage of Activity 1. The tools were based on the constructs of Citizenship Education as taken from the literature (Section 2.3). I designed the preparatory exercise specifically to limit the construct of citizenship to the context of their lives as young people. This was done so that I could

investigate, through the Citizenship workshop of the conference, the difference in the young people's understanding of citizenship as an adult through role-play, and find out if the constructs that they produced were different from those in the contexts of their current lives. This was explained to the students at the start of the consultation session. This need to garner young people's concepts of citizenship in order to make the teaching and learning of Citizenship Education in the classroom more relevant to them is discussed in section 2.4 and 2.5 of the literature review and is a sub-question of the research question on student voice.

The role-play form was designed for ease of use by the elementary students within their small activity groups, so they could record their thoughts and discussions to help them gain a consensus. The co-facilitators were involved in this process and suggested the inclusion of pictures and keywords onto the forms to help the elementary students, as explained in section 4.3.2.

The questions on the evaluation form were constructed in order to gauge the engagement and learning that the students felt had taken place for them as individuals during the consultation session and is discussed in greater detail in section 4.4.3. The following section describes the 'action and observe' stage for Activity 1.

4.4 The Act and Observe Stage of Activity 1 Cycle 1

This section describes the ‘action and observe’ stage for Activity 1. The sections cover the data collection instruments used, in chronological order; preparatory exercise, interactive role play exercise and the evaluation forms.

4.4.1 Preparatory Exercise

The preparatory exercise took the form of a worksheet that was distributed to students prior to the conference. The elementary school students received these from their teachers. The teachers received these within an information package which contained information about the conference, parent consent forms to attend the conference, parental information and consent forms with regards to the consultation session for the research, student information packages, and the preparatory exercise (see figure 4-3).

The rationale for the inclusion of the preparatory exercise from a research perspective was to investigate the elementary school students’ individual perspective of the concept of citizenship within the current context of their lives as young people. I wanted to use this data to compare their individual perspectives against their perspectives as an adult with power in the role-play exercise in the Citizenship workshop consultation session. The pedagogical purposes of the preparatory exercise were to fulfil the School Board’s initiative on improving literacy in their students and so the worksheet added a written dimension to the conference. It was also included to prepare the students to the subject area prior to attending the conference, with the hope of giving them confidence to engage in the discussions and present their ideas. The preparatory exercise also

included sections on the other three workshops that the participants would be attending at the conference.

The questions regarding Citizenship Education focused primarily on the concept of citizenship within the context of the lives of the students, i.e., how they demonstrated citizenship in their classroom, school, family/home, and neighbourhood. I deliberately chose the context of the students' lives and the use of the term 'good citizenship' in the preparatory exercise as it has been cited in the literature that young people normally articulate citizenship in general as 'good citizenship' (Lister et al 2003, Warwick 2005). This was discussed in section 2.3 of the literature review. This view of citizenship was accounted for within the preparatory exercise to investigate if further notions of citizenship could be elicited from the participants within the research. In contrast to this I purposefully chose 'an adult' context for citizenship within the consultation sessions, to investigate if the students were able to discern the difference between the 'good citizenship' in the context of their lives at present and citizenship as an adult with power to make autonomous decisions. I will be using the term consultation session to describe the processes that took place within the Citizenship Workshop. Would they prescribe primarily to the notion of citizenship as only good citizenship? This will be discussed further in the 'reflect' section of this chapter. A total of 55 preparatory exercises were returned from the elementary students.

4.4.2 Interactive Role Play (IRP) Exercise

The interactive role-play (IRP) exercise was used as a discussion tool for the consultation sessions. It was based on the ideology of the use of creative methods for research with young people. The scenario for the role-play was described in section 4.3.1. There were 25 students in total for each workshop session for the day. The interactive role-play was designed from a pedagogical perspective rather than a research perspective. This approach was to ensure that the consultation sessions were not just a means of collecting data, but was also an opportunity for the elementary students to debate and discuss their ideas and opinions, and as a result learn from the experience.

Role-play has been cited in the literature as being a powerful pedagogical tool for fostering learning success by engaging the learner directly (Ments 1989; Johnson & Johnson 1997; Hughes et al. 1993). Role-play is able to change behaviours and attitudes and is able to provide the learner with emotional experiences. In addition it is able to ‘expose participants to learning complex and ambiguous concepts more easily’ and ‘encourage elaborate thinking, self-reflection and self-discovery of new knowledge, skills and attitudes’ (Sogunro 2004: 357). It has also been suggested that role-play can help engage students in active learning which stimulates interests and lessons learnt can be remembered for a long time after the experience (Mitchell 1999). These types of learning are reflected in transformative learning theory and it is for this reason that I decided to use an interactive role-play as the discussion aid in the consultation sessions (see section 2.4.1 and 4.4.2).

The group of 25 that attended each workshop was divided into 5 small activity groups containing 5 students. Each of the five small activity groups was designated one role in the overall role-play scenario; Government of Fosterton, Government of Wisordor, population of Fosterton, Applicant 1 and 2 who were citizens from Fosterton (see figure 4-11). The five members of each small activity group discussed and debated their role and formed a consensus. The final consensus was recorded on a role-play form (see figure 4-5).

All the small activity groups then convened to 'play out' the role-play scenario. One person was chosen to speak on behalf of their group. Once the role-play exercise was complete, the students were given the opportunity to discuss and debate issues that they felt had significance to them during the scenario. The small activity group which was the Government of Windsordor had to choose which applicant 1 or 2, would be able to become a citizen of their country based on the applicant's criteria of being a good citizen. The people of Forsterton and the Government of Forsterton presented the changes that they were going to make to improve their country so that applicant 1 and 2 did not emigrate. At this point the 'successful' applicant could decide whether or not they still wanted to emigrate from Fosterton.

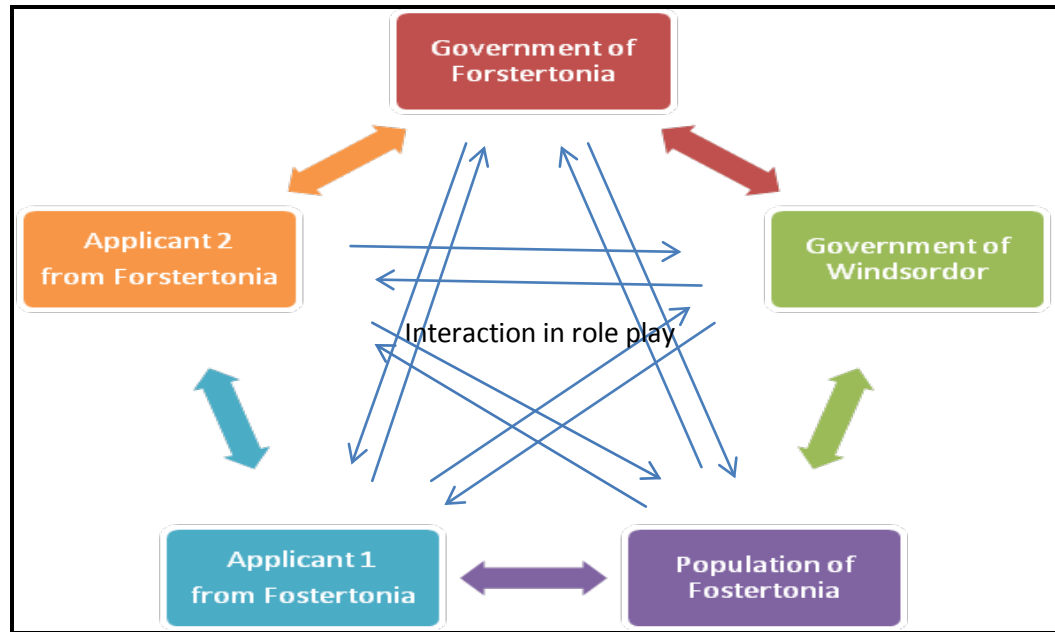


Figure 4-11: Interactions within the role-play exercise.

The main difference with regards to traditional role-play exercises was that the scenario is normally a group scenario with each individual participant playing an individual role within the scenario. The group sizes were in the range suggested for small activity groups as opposed to group interviews. I have chosen to describe the smaller groups of five students as small activity groups (sags) for distinction purposes.

Each of the five small activity groups had a high school student co-facilitator who had been briefed on their roles, the types of information they needed to record during the sessions, and the importance of assisting the small activity group but not ‘leading’ them in their discussions. The co-facilitator role as the moderator for the small activity groups and their fulfilment of this role will be discussed in greater detail in section 4.5.3. The sessions concluded with a large group discussion with all the participants being given the option to voice their opinions or address comments or statements that had occurred

during the session. At the end of each session, participants completed the evaluation worksheet before moving onto the next conference workshop.

At the end of each consultation session once the elementary student participants had vacated the room, the co-facilitators and facilitators discussed observations made during the consultation sessions. This note taking however was reduced further after the first consultation of the day. The high school co-facilitators felt that it was too difficult to take notes and observe what was going on in their group. They preferred to ‘tell me’ as the researcher what they thought and how they felt during the debrief session, rather than write the information down. A compromise was reached in that I asked the co-facilitators to write down a ‘keyword’ that would help them to remember an important point or observation that they could then discuss more fully in the debrief sessions after each of the consultation sessions. They agreed to this. This will be discussed in further detail in the ‘reflect’ section of this chapter. Figure 4-12 shows some elementary school students in a consultation session during the Citizenship workshops.

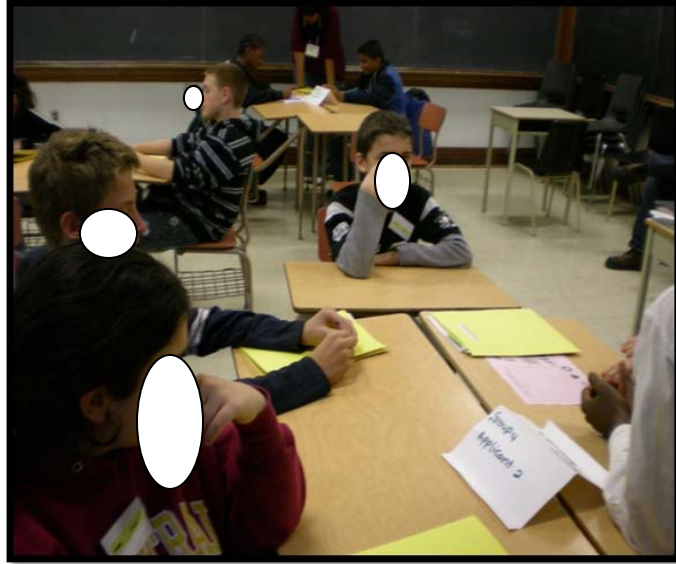


Figure 4-12: Consultation session.

4.4.3 Evaluation Forms

The evaluation forms (see figure 4.6) were given to the elementary school participants at the end of the consultation session. The students were informed that the forms were being used to gain feedback on their perceptions of their engagement in the sessions and which parts of the session that they felt helped them to learn. This was to ascertain any pedagogical aspects within the sessions that the students found most engaging and enjoyable. They were also included so that the elementary students could voice their opinions and provide their individual perspectives on the consultation sessions, which could be used as a comparative measure against observational notes taken.

The evaluation form was also given to the elementary students at the end of the art and team-building workshops so a comparison could be made between the different workshops. The form consisted of two sections. The first section focused on the

participants' understanding and engagement. In this section there were six questions for which participants were required to rate the statements using a five point Likert scale ranging from strongly agree to strongly disagree. Questions 1 and 2 - the session's objectives were clearly stated and the session's objectives were achieved, were included to gauge how well the instructions were given and if the students were able to understand and follow the instructions. Question 3 and 5 were included to gauge the engagement of the students with the activity in the workshop. If a student is interested and finds the activity enjoyable and fun, they tend to be more engaged. There is research that suggests that students are best able to gauge their own levels of engagement and understanding when given the opportunity to do so (Munns & Woodward 2006; Skinner et al. 2009). There is evidence that being 'interested' in something or a topic, can result in intrinsic engagement in it (Deci & Ryan 1987).

The second part of the form focused on the pedagogical aspects of the session. The questions; what aspects of the session did you enjoy the most and what could be improved, were included to identify and get the students to articulate, which aspects of the session the students found interesting and enjoyable. It has been suggested that 'feelings of enjoyment' often occur in retrospect (Shernoff et al 2003). These evaluation forms were collected from the participants on leaving the consultation session. The following section describes the analysis and the results that were obtained for each of the phases of the research conducted in Activity 1.

4.5 The Reflect Stage of Activity 1 Cycle 1

The 'reflect' stage of Activity 1 involved an analysis of the data collected with simultaneous engagement with the literature. Each phase of Activity 1 produced data as described in section 4.3.1 (see table 4-3).

The data collection methods chosen in Activity 1 were observational notes that were taken by the researcher during the co-facilitators interactions and the consultation session within the Citizenship workshop, the small activity groups with the use of a creative method (IRP) for eliciting and recording student voice (role play forms), observational notes and discussions with the co-facilitators and the evaluation form. The reason for the variety of data collection methods was to allow for triangulation of data and results as part of the analysis. Maxwell (2005) believes that this:

reduces the risk that your conclusions will reflect only the systematic biases or limitations of a specific source or method, and allows you to gain a broader understanding and more secure understanding of the issues you are investigating (Maxwell 2005: 44).

A variety of methods were used to collect the data during my research so as to 'capture all of the elements of an event that come together to make it the event it is' (Sandelowski 2000: 336). The co-facilitators and I attempted to use audio recording during the Citizenship Workshop set up prior to the conference. We found that the recording quality was poor due to background noise - this could be predicted to be greater during the conference itself. The use of audio in this situation, with groups of young people, might have affected their input in the discussions (Rubin & Rubin 1995;

Lincoln & Guba 1985a; Britten 2007) and provided another reason for choosing an alternative data collection method. I decided to focus on taking observational notes and listening to the various groups of students instead of relying on poor quality audio which as a method may have hindered engagement.

The analysis of the data recorded; the written response such as the preparatory exercise and role play forms and the observational notes from the consultation sessions was carried out using constant comparison as the analytical tool. Constant comparative analysis is the simultaneous coding and analysis through a continual review of the data to form categories, and is a form of content analysis (Mellon 1990; Lincoln & Guba 1985b). Constant comparison is a categorisation strategy through which coding is used either to help with the comparison between elements in the same category so that theoretical concepts can be developed or the organising of the data into broader themes or issues (Maxwell 2005). My analysis involved the organisation of responses into broader themes. The categories that were developed were ‘substantive’, that is they were derived directly from the ‘participants’ concepts and beliefs’ (Maxwell 2005: 237). In addition Sandelowski’s description that, ‘qualitative content analysis is a dynamic form of analysis of verbal and visual data that is oriented toward summarizing the informational contents of that data’ (Sandelowski 2000) was also used to provide ‘an accurate account of events that most people (including the researchers and participants) observing the same event would agree is accurate’ (Westbrook 1994: 245). Observations and topics of discussion were placed into general themes and the data from the observational notes and discussions were then presented from the most

prevalent themes to the least prevalent themes. The rationale for this was to help provide an outer framework for the data that was collected in the consultation sessions for understanding rather than prediction. The following section presents the findings from the preparatory exercise.

4.5.1 Reflection on Preparatory Exercise

The preparatory exercise worksheets were returned by the elementary school teachers on the day of the conference. The question that was asked of the elementary school students in the preparatory exercise was what positive actions can they take to be a “good citizen” in the following places: school, classroom, family/home, and neighbourhood? This question was divided in terms of contextual categories that the elementary students would find themselves in, and contexts in which they are able to exert an influence. The questions that were formulated regarding the concept of citizenship encompassed the model of social constructive participation in formal and informal settings, in which the students interact on a daily basis, which are their homes/family, classrooms, schools, neighbourhood, and community. The questions were formulated to allow the students to explore citizenship in the context of their lives and not as ‘citizens in waiting’. The preparatory exercise aimed to investigate how the elementary students perceived the notion of citizenship in the current contexts of their lives, in contrast with the IRP exercise in which the scenario required that the students had to take on the role of ‘an adult’ able to make decisions for themselves, not as a child. There were a total of 55 preparatory exercise worksheets returned from the students attending the two conferences.

I reviewed these worksheets in the evening after each conference and made notes on my initial thoughts (or memos) (Maxwell 2005; Westbrook 1994; Bryman 2001). I then performed the following steps:

1. I recorded all the responses for each question onto an excel sheet. (For an example see Appendix 5)
2. I reviewed the responses again. This time I grouped responses that were similar or if the use of a particular verb was the same for a particular context. So for example for the response category of 'help' I grouped a response of 'help neighbour with their garden' and 'mow your neighbours lawn' in the same category. I allocated each category an arbitrary code, for distinctive and descriptive purposes only.
3. I reviewed these categories again, but this time across contexts and grouped similar categories together. So for example a response of 'help others' in the context of the classroom and 'help people you know' which was a response in the context of the neighbourhood, would be grouped in the same category.

The total number of responses in a category was counted and the percentage was calculated in comparison to the total number of responses given. This information was then tabulated (see Appendix 5).

Table 4-4: Categories generated from the preparatory exercise and connection to the Citizenship Education literature.

Response categories	No. of responses	%	Connection with citizenship dimensions	Connection with Ontario curriculum	Connection with Citizenship Education themes
Help	82	23	Social	Purposeful	Social justice
Respect	76	22	Social	Purposeful	Human rights/equality/diversity
Individual duty	76	22	Social	Active/purposeful	Social justice
Volunteer/Social action	41	12	Social	Active/purposeful	Human rights
Surrounding environment	21	6	Social	Active	Environment
Destructive behaviour	15	4	Legal	Active	Peace/conflict
Listen	14	4	Social	Purposeful	N/A
Rules	12	3	Legal	Informed	Public policy
Role model	10	3	Social	Active/purposeful	N/A
Participation	6	2	Social	Active/purposeful	N/A

Table 4-4 shows the response categories generated from the results. It shows how these categories relate to citizenship dimensions, the Ontario curriculum, and Citizenship Education themes. Citizenship dimensions are based on Audigier's (1998) citizenship model as discussed in section 2.3.2. There are five dimensions that constitute citizenship: social, legal, economic, cultural, and political; all these elements represent the different aspects of citizenship in general and citizenship education as a subject.

The Ontario curriculum suggests that students need to understand and explore citizenship in terms of being 'informed', i.e. know about the political and legal systems,

‘purposeful’, i.e. know how to contribute to their society and respect others and ‘active’, i.e. know how to conduct themselves with civility and to practice this behaviour. Citizenship educational themes relate to topics that demonstrate the different dimensions of Citizenship Education. These have been discussed in greater detail in my literature review in chapter 2. The first analysis aimed at isolating words or phrases that had clear meaning, such as ‘I help my Mom do dishes’, or ‘participation’ such as ‘I participate in classes’ or words that were commonly used in the student responses such as ‘respect’. Responses that could not be categorised in the first analysis were then analysed again to either form a new category or were placed into a category that was already formed due to the inference of the meaning from the response for example, ‘I like to do things around the house for my Mom’, this would be categorised as ‘help’.

It was possible for the same response to be placed into more than one category, so using the response category of ‘help’ as an example, ‘help without getting paid’ would be placed in the category of help AND ‘volunteer/share/social action’. The reason for this is that the verb ‘help’ was in the response and the identification of helping without the need for reward encompasses the idea of volunteerism.

The main difference between ‘help’ and individual duty is that ‘help’ is a voluntary action. It is not something that the person should or has to do (that is their responsibility), but something that they make a personal decision to do. Individual duty however is something that a person should do because it will have a positive effect on those around them. It is linked closely to the political ideology of civic republicanism and

communitarianism. They both encompass the concept of the individual as a social and political person, however the individual's life is intertwined and interactive and so there is a public interest for the 'good of all'. This infers that an individual must do his or her duty not just because it is an individual responsibility but because it has an effect on others around them. In terms of citizenship the citizen has the right and duty to take part in their society for their sake and the sake of others (Conover et al. 1991).

I conceived the categories of role-model, listen, rules, help, destructive behaviour and surrounding environment as I believed that the terms adequately described the variety of phrases or words in the responses that made up that particular category. I felt that it captured the 'tone' of the student participants especially in the context of their lives, so for example young people are continually told to 'listen' to instructions, or parents or teachers. The responses that were in these categories clearly demonstrated that the respondent felt that or had experienced that 'listening' could actually be a positive thing and help in the creation of a better environment, whether at home; 'listen to my Mom when she tells me to do stuff in the house' or in the classroom; 'listen to my teacher when she's telling us something'.

The categories of volunteer/social action and participation were developed in direct reflection of current terminology that is used in the area of Citizenship Education as discussed in section 2.3.1 of the literature review. The participants' responses showed that they (this sample of students) understood how they were able to contribute as

citizens within their 'worlds', whether passively by abiding by the rules in the classroom, or more proactively in the community by helping their neighbour in difficulty.

The responses fitted in well with categories within the model of social constructive participation. Active participation involves taking part in society whether through formal or informal voluntary work. Within the context of the student responses, it would be *doing or being* a constructive member of the community in which the student finds him or herself, that is at home, in the classroom, or in the school. Passive participation is seen as a minimum level of citizenship as described by McLaughlin and Lister (Lister et al. 2003; McLaughlin 1999). Examples of these include obeying the rules of the school or classroom, but not taking much more interest beyond this stance.

The following section presents findings from the consultation session, which comprises the role-play forms and session discussions. It also provides a comparison of how the categories generated in the preparatory exercise and the IRP relate to Citizenship Education dimensions in the literature.

4.5.2 Analysis and results from the Consultation Sessions

This section presents the analysis and results from the different data collection instruments that were used during the consultation sessions. The first section focuses on the analysis and results from the role-play forms. The subsequent section focuses on the analysis and results from my observational notes taken during the consultation sessions and the results from my observational notes during the co-facilitator debrief sessions. I compared the co-facilitator debrief sessions with the results from the observational notes from the consultation session.

The role-play forms were collected at the end of each consultation session. I reviewed these forms in the evening after the consultation session and recorded my initial thoughts and feelings regarding the written responses and reflection on the observations made during the actual consultation sessions.

1. All the role-play forms were reviewed in relation to how they reflected the general atmosphere of the consultation sessions and the general detail or lack of detail that was recorded on the forms. I made notes on my initial response to what was recorded.
2. I reviewed the role-play forms again, after I had completed the analysis of the preparatory exercises as described in the previous section. I began to form categories for the responses. So for example the category of personal attributes was formed from responses given such as 'intelligent, strong, athletic and artistic'.

3. Once the categories were formed and the responses placed into corresponding categories, the responses in each category were counted and the frequency as a percentage of the total responses was calculated.
4. A comparison was made between the categories generated from the preparatory forms and those from the role-play forms. I recorded my thoughts for later discussion.

4.5.2.1 *The role play forms*

The Interactive role play exercise that took place within the consultation session was purposefully designed to explore the elementary school student participants' perceptions of citizenship from a position of authority and power as an adult and government official as discussed earlier. In the scenario the elementary school students had the power to control outcomes and could therefore make decisions with regards to what constituted the concept of citizenship. This was different from the preparatory exercise which focused on the current context of their lives in which they had less power as a child to make decisions. The rationale for incorporating this difference in context was to explore the similarities and/or differences of the elementary students' responses as a result of the change in context of their current status as young people or in their role play as an adult in the IRP.

The role play forms (see figure 4-5) that were completed by each small activity group within the consultation session were collected. There were a total of 40 role-play forms collected; 5 forms from each of the 8 consultation sessions held (four consultation

sessions for the two high school conferences. The frequency of responses were calculated by adding the total number of responses made and calculating the percentage of the responses in a particular category; percentage response= Frequency of response in a theme/total number of responses x 100%. Table 4-5 shows the relationship between the response categories I generated from the role play forms and the Citizenship Education dimensions, which are theoretical frameworks for Citizenship Education, the Ontario curriculum and Citizenship Education themes from the literature as explained for the preparatory exercise.

Table 4-5: Categories generated from the IRP and the literature on Citizenship Education.

Response categories	No. of responses	%	Connection with Citizenship Education dimensions	Connections with the Ontario curriculum	Connections with Citizenship Education themes from the literature
Abstract/Personal qualities	75	27	Social	Purposeful/active	N/A
Emotional Attributes	31	11	Social	Purposeful	N/A
Physical attributes	24	9	Social	Purposeful	Public health
Education	24	9	Economic	Purposeful	Economic
Criminal Record	21	8	Legal	Informed	Public policy
Health	23	8	Social	n/a	Public health
Environmental Concerns	17	6	Social	Active	Environment/sustainable development
Employment	14	5	Economic	Purposeful	Economic
Finance	15	5	Economic	Purposeful	Economic
Socially active, volunteering	5	5	Social	Active	Human rights, equity
Respect	11	4	Social	Purposeful	Human rights/diversity/equity
Politics	9	3	Political	Informed	Politics
Violence	3	1	Legal	Informed/purposeful	Peace/conflict
Age	2	1	Social	Purposeful	Public health/public policy
Race	3	1	Cultural	Purposeful	Diversity/equity

Examples of the responses given in each category can be viewed in table 4-5. Again as in the preparatory analysis, there were areas of overlap with some responses and so these were counted as a response for both categories they may have corresponded to, so for example the response ‘uses ways to cut down on pollution and is against sexism and racism’ would have been placed in the response categories of environmental concerns

due to the ‘cut down on pollution’, respect due to ‘against sexism and racism’ and race because of ‘against ...racism’.

During the small activity group part of the session, participants were instructed to give their opinions as to what attributes would be seen as desirable with regards to being a good citizen. The response with the highest frequency from the role-play forms involved descriptions of personal qualities; words such as ‘leader, organised, trustworthy and responsible’ would describe this theme. This contributed to 27% of the total responses. The participants vocalized the need for good leaders in order to ‘keep their country the best’ and to ‘make good laws’. The second highest response of 11% was the category of emotional attributes. This was demonstrated by the use of words such as ‘caring, understanding and kind’. Both these categories fit within the Oxfam description of a ‘global citizen’ who is ‘outraged by social injustice, respects and values diversity, takes responsibility for their actions’, a description that is more than just a set of criteria that a student needs to pass for academic performance, but a way of being.

Additional categories that emerged from the data within the role-play forms included: education, physical attributes, health, and criminal records. Education would fall under the model of ‘respectable economic independence’ described by Lister et al. (2003: 240) as an exclusionary model of citizenship for those in society who do not work, for example stay at home mothers. However in the discussions within the small activity groups the idea of education was seen as an attribute that was helpful to a country as a whole. Participants articulated the need for certain professionals both academic

professions such as doctors, nurses and dentists in order to ‘help people if they got sick’ and trades people such as plumbers and builders ‘to help keep houses good’. The themes of employment and finances would also fall into the category of respectable economic independence. The necessity of health; how to maintain and restore good health, for example by ensuring the availability of good health services and health professionals was discussed by participants. This was understood within the context that healthy citizens would be necessary to maintain a thriving nation. These discussions relate to public policy and public health issues.

The socially active and volunteerism categories generated from the responses on the role-play form correspond to the notion that citizenship needs to be ‘active’ and volunteerism is often provided as an example of active social participation and good citizenship (Warburton & Smith 2003).

The criminal records and politics categories are directly related to the ‘rights and responsibility’ model of citizenship. The young people were extremely vocal with regards to the impact of negative behaviours on their society. Within the group discussion at the end of the IRP, some participants felt that ‘you just won’t feel safe with criminals around and I want to feel safe where I live’. The following section will discuss the observational notes taken during the consultation sessions.

4.5.2.2 *The consultation sessions' observational notes*

One student tended to volunteer as the 'note-taker'. It was apparent throughout the various sessions that it took a few minutes for discussions to take place. In some groups it was necessary for the co-facilitators to take a more 'active' role in initiating the discussions, whilst in other groups some students had firm beliefs regarding criteria that they thought were important with regards to being a 'good' citizen and contributing in a positive way to the 'society' in the interactive role play exercise.

In the small activity groups the discussions tended to be to the point, with the group members attempting to gain consensus on a criterion as quickly as possible. It was interesting to observe the intricate reasoning of the students which was conveyed in simplistic terms. For example I witnessed a conversation between students in one of the small activity groups who were talking about age as a criterion. At first, I found this fascinating as I had not heard this mentioned up to that point and was unsure if the group had fully understood what they were attempting to do. On further deliberation they explained that 'being fertile' was important so that 'people can have babies and so the population of their country can keep growing'; they understood the link between fertility and population growth and that age is a factor with regards to child bearing.

This demonstrated that the elementary school students were able to take a long-term view of citizenship and shows a level of maturity that I would not have necessarily expected from this age group. This maturity was also witnessed in the discussions of race and immigration. The students were able to discuss openly and freely their views

and beliefs. They were also able and willing in certain circumstances to challenge controversial or negative beliefs.

During the large group discussions which occurred before the end of the consultation sessions, some of the participants vocalized the need for respect for others and different races, though this is not as apparent within the written responses. Participants discussed racism openly and its negative effects. However during one of the small activity group sessions one young person stated clearly that “I don’t want any Pakis in my country, they’re the ones that want to bomb everyone”. One female student was visibly embarrassed by the statement, turning red, one student appeared non responsive, whilst one student attacked the statement. “You can’t say things like that. Who told you that?” The young man replied, “That’s what my Mum says; and they smell”.

An example of the depth of conversation that the students were involved in can be demonstrated by the following example. At one point during the large group discussion at the end of the consultation session, the participants were involved in a heated debate regarding health, disease and disability. This was due to the interjection by a participant about the need to have only healthy and able-bodied citizens. This opinion resulted in a torrent of varied responses. Some participants were appalled at the idea, taking the stance that people do not choose to be born with a disability, others questioned the logic of such an idea, asking proponents of this belief to explain how exactly they would go about ‘policing’ such a belief in reality. To this question someone suggested ‘taking

them and putting them on a separate island’. The debate soon became moot when the adult supervisor posed the question, “What if you were to have an accident today that caused you to become disabled?” The controversial stance of this participant could have been a ‘performance’ in terms of ‘showing off’ to the rest of the group, nonetheless the student participants felt comfortable to discuss and debate this in the session.

This example of a discussion that occurred during the consultation session provides evidence to support the pedagogical aspect of the IRP and small activity groups. The elementary school students and the high school co-facilitators were engaged in in-depth discussions regarding subjects that would be considered ‘sensitive’. The elementary school students showed that they were ‘citizens’ able to explore and discuss and even make decisions regarding complex concepts such as citizenship.

Interestingly some of the categories that were generated by the written consensus did not tally with the amount of time allocated to its discussion within the group, for example physical attributes became a huge debating point. Some students strongly believed that this could not and should not be included as a criterion for making someone a ‘worthy’ citizen. The opponents asked questions such as ‘who would judge if a person is good looking or not, eh?’ or ‘How does that help a country?’ One proponent of the criteria even used herself as an example of NOT having good physical attributes explaining that she had a “big nose” and that it should be “changed if it could be”. Some students found the debate rather amusing responding with smirks and giggles, but all

students behaved in an attentive manner, demonstrated by their body language - sitting up and alert and directing their gazes at the student making their point.

Health was a second theme that generated 9% of the written responses but again in the discussions generated a fair amount of deliberation. There were several examples of this, such as in one session one group put “no diseases” as a criterion. A student from another group immediately challenged this and posed the question:

“What type of diseases?” to which the response was “Any type of illness!”

S1: ‘Well what if the person doesn’t know if they have a disease?’

S2: “They have to be tested first then before coming into our country!” (Grinning)

S3: “But if it’s like cancer? Sometimes you can’t be tested for that sort of thing!”

S2: “Then you’ll have to leave the country then!”

S4: “That’s just stupid!” (Turning away in disgust)

S5: “What if you just get the disease like AIDS?”

S6 (student from same group as S2): “Then we’ll quarantine the person!” (The rest of the group giggle)

S3: “You guys just aren’t taking this seriously” (Showing frustration in voice)

S2: “Yes we are, we just think that having healthy citizens is important so our country can be great.” (Serious tone)

The IRP exercise in the consultation session was designed specifically to provide a change in the context for discussion of citizenship in order to investigate whether the students would be able to respond to this change in perspective; viewing themselves in

the position of ‘power’ with control over decisions and their lives. The Preparatory exercise and the role play forms show the different Citizenship Education dimensions that the response categories encompassed depending on the context in which the elementary students were viewing citizenship. Table 4-6 shows a comparison between the Citizenship Education dimensions as discussed in section 2.3.1 and the categories generated from both the preparatory form and the role play forms in the consultation sessions.

Table 4-6: A comparison of categories and Citizenship Education dimensions between the preparatory exercise and role play forms.

Citizenship Education dimensions	Preparatory exercise categories	Role play form categories
Social	X	X
Political		X
Legal	X	X
Cultural		X
Economic		X

In the preparatory exercise citizenship was approached from the context of their lives as young people; the students demonstrated social and legal elements of the dimensions of Citizenship Education, social in terms of helping others and caring for others, legal in terms of understanding and abiding by the rules that were set in the different areas of their lives by those in authority, whether teachers or parents. In the responses from the role play forms, the categories that were formed clearly demonstrated a wide range of the elements of Citizenship Education. These categories encompassed each of the 5 dimensions of Citizenship Education as described in section 2.3.1. Social was demonstrated by the response category in which responses involved volunteerism. The

political dimension encompassed the response category of politics in which the responses involved voting. The legal dimension corresponded to the criminal. The cultural dimension corresponded to the response category of racism which involved multiculturalism and economics in terms of the response categories of good jobs and professions.

Table 4-7: A comparison between preparatory and IRP categories and Citizenship Education themes.

Citizenship Education themes	Preparatory exercise categories	IRP categories
Human rights	X	X
Social justice	X	X
Equality	X	X
Diversity		X
Environmental	X	X
Public policy		X
Peace	X	X
Conflict	X	X
Politics		X
Economics		X
Public health		X
Sustainable development		

Table 4-8 shows a comparison between the categories generated from the preparatory exercise and the role play forms and their relation to Citizenship Education themes. The categories from the IRP covered all the Citizenship Education themes that were highlighted in the literature except for sustainable development, whilst the categories from the preparatory exercise only covered six out of the twelve Citizenship Education themes. This shows that when young people are given the opportunity to explore

complicated concepts, experiences and issues, they are able to step up to the challenges that are presented to them. This is also supported by the co-facilitator experience which will be discussed in greater detail in section 4.5.3.

In relation to my ecological interpretive framework, the categories generated from the students' responses are located predominately in the macrosystem and chronosystem layers of the framework. The macrosystem layer corresponds to issues regarding national identity, politics, laws and the economy, whilst the chronosystem layer constitutes world events and environmental concerns. It reinforces the notion that even though these layers are located furthest from the Citizenship Education classroom, they still have great influence on Citizenship Education as a subject.

There were no differences between the categories from both the preparatory exercise and the IRP forms with respect to all three strands of the Ontario curriculum; active, purposeful and informed – see table 4-8. This could be due to the fact that the strands are so 'broad' with respect to the exploration of citizenship. It could also be viewed in a more positive way in that the Ontario curriculum allows different contexts to be explored within the classroom, so with respect to the preparatory exercise, all strands were explored. It could also suggest that rather than drawing on themes such as social justice causes which do not directly impact their everyday lives, the use of themes that are more relevant to their current lives such as situations that can occur at school or at home or in the classroom would result in more engaged learning of Citizenship

Education in the classroom. The following section discusses the co-facilitator experience.

Table 4-8: Comparison of Preparatory categories and IRP categories with regards to the Ontario curriculum strands.

Strands from Ontario curriculum	Preparatory categories	IRP categories
Active	X	X
Purposeful	X	X
Informed	X	X

4.5.2.3 The Co-facilitator debrief sessions' observational notes

After the review of my field notes and my journal reflections, there was one main theme that became apparent in relation to the co-facilitators and I describe this as the co-facilitator experience. This experience can be divided into three categories; experience as researcher, experience as teacher, and experience as co-worker. The experience of the co-facilitators can also be viewed pedagogically. The high school students were given the opportunity to genuinely experience different citizen roles. These experiences are discussed.

Experience as a researcher

This category of the co-facilitator experience encompasses the descriptions given and discussions with the co-facilitator with regards to the consultation sessions and their roles as non-participant observers and small activity group moderators. During the set-up of the conference, attempts were made to record the sessions by using a tape

recorder; however the quality of the tape recordings were so poor that it was decided that it was not an option for the actual sessions. The co-facilitators agreed to take short notes whilst in the consultation sessions. However after the first consultation session the co-facilitators were dismayed at this. They described the process as frustrating and difficult. One co-facilitator expressed the fact that it was difficult to concentrate on what was being said and also writing at the same time. Another co-facilitator described that “I felt as though I was missing everything!” meaning that as they were writing the conversation continued between the elementary school students. A co-facilitator explained how they had asked one student to stop and whilst they wrote something down, but when they asked the elementary school student to continue with what they were going to say, the student had forgotten. I explained to the co-facilitators that if it was too difficult, that they did not have to continue in subsequent sessions. I did however ask them to write any ‘keywords’ that would help to function as prompts for the debrief sessions after each consultation exercise. And so after the first consultation session the co-facilitators agreed that they would not try to take extensive notes, but would concentrate more on the discussions and just make reminder notes for the debrief sessions.

Table 4-9: The co-facilitators' fulfilment of the small activity group moderator's role.

Small Activity Group moderator role	Co-facilitator
Keeping participants engaged in the process	X
Leaders	X
Objective listener	X
Able to direct discussion when required	X
Low involvement	X
Help make participants feel comfortable to express their ideas and opinions	X

I believe that the high school co-facilitators adequately fulfilled their roles of small activity group moderators, which is shown in the 'checklist' regarding the moderator role in table 4-9. The six items of the checklist were assembled from the literature on conducting small activity groups (Stewart et al. 1996; Krueger 1988; Greenbaum 2000). The co-facilitators were objective listeners, however I observed some co-facilitators help the 'flow' of discussion when some of the elementary students were unsure of what to do. The high school co-facilitators did this without any prompting from me. It seemed instinctive. It is possible that the co-facilitators were able to perform their roles as small activity group moderators due to the equalization of 'power' between the high school co-facilitators and the elementary school students. There was no 'fear' of being chastised by an adult for an opinion. The process was conducted and mediated by the young people themselves. This approach has potential to be used pedagogically within a peer supported Citizenship Education classroom.

The co-facilitators discussed how they also felt it was 'hard not to say something' in the small activity groups, as they were only allowed to observe the conversations and not give their opinions. One co-facilitator claimed "I hate giving answers in class, but I really wanted to say something, but knew I wasn't supposed to". One student co-facilitator commented that she felt some of the elementary students 'saw things too simply'. I asked her to elaborate and she explained that some students thought it was easy "just to get a job" when you become an adult. Another student talked about trying to keep all the work neat and organised so it did not "mess up your work, Miss". This comment was

in relation to the collection of the role-play forms and evaluation forms. The second category of experience was that of ‘teacher’ and this is discussed in the next section.

Experience as a teacher

The co-facilitator experience of teacher refers to their roles as co-facilitators within the 4 workshops and the chaperones. This analogy of being like a ‘teacher’ did not manifest itself until later on in the day when the co-facilitators were reflecting on their overall experience of the conferences. The co-facilitators discussed and described situations that had involved negative behaviours from the elementary school students which they felt was their responsibility to sort out. I had placed the high school students in positions of added responsibility, which raised my credibility with these students by demonstrating my authenticity with regards to my trust in them. This allowed the high school students to become fully engaged further in the research process and made them willing to confront any future challenges during the Activity 1 process.

One such example of the ‘teacher’ experience involved two male co-facilitators that were participating in the teambuilding workshop. There had been a male elementary school student that had been “goofing around”. These two co-facilitators believed that this was a problem because the student was messing up the game and equipment and was also stopping the other elementary students from having fun. They described how they had decided to inform the adult supervisor of the session, who had not been aware of the behaviour and the elementary student was reprimanded. The discussion of this

situation at the end of the day caused two female co-facilitators to inquire further for a description of the male student to verify if the student had been the same student that they had asked to be removed from the art workshop they had co-facilitated, because the male elementary student had been “flicking paint and harassing another student!”

It was generally agreed that trying to make sure that the elementary students behaved well and that they were doing what they were supposed to be doing was not easy.

At this point a co-facilitator voiced the fact that “I’d never be a teacher, I now know how some of my teachers must feel”; this was on reflection of trying to get their small activity group to discuss their opinions and demonstrates a level of empathy for teachers, something they would not ordinarily experience.

With respect to the consultation sessions the co-facilitators agreed that they had been fun and interesting. Others displayed shock in opinions that they thought were ‘extreme’: “I just couldn’t believe what I was hearing....*quarantining people!* Can you believe it, they’re like Hitler!” The co-facilitators talked about how exciting the discussions were and some explained how exhausted they were at the end of the day after all the sessions were completed; being attentive, listening, watching and making notes were more challenging than their initial expectations. The co-facilitators commented on the success of the role-play activity, though one student admitted, “I really didn’t think the kids would understand what they were doing, but it worked out well in the end.” They also felt that giving instructions was not so easy.

There were comments made by the co-facilitators on how ‘openly’ the younger students seemed to give their opinions, how easily they were able to discuss their ideas and how involved some of the Grade 8 students became during the debates and discussions. One co-facilitator elaborated further, “I don’t think I could do that when I was in Grade 8! Especially in front of people I don’t know, I don’t even like doing presentations in class now.” This demonstrated that the high school students could also appreciate the level of maturity that the elementary school students were able to display during the consultation sessions. The final category of the co-facilitator experience was the ‘co-worker’ and this is discussed in the next section.

Experience as a co-worker

The category of ‘experience as co-worker’ was generated from my observational notes from the discussions and interactions that I had with the high school students prior to and during the conference. It was interesting to discover that the co-facilitators understood the significance of their involvement, their responsibilities and their power to ensure the success of the conference and my research.

During preparations for the conference, the high school students’ input was requested with regards to which workshops should be included in the conference and suggestions made to adapt the role play form and interactive role play were also incorporated. This was noted and mentioned by one of the co-facilitators on the day of the run through, she expressed a surprise that I had actually listened and included their ideas in the

forms. She claimed, “I’m really surprised you did that Miss.” I asked the reason for her surprise and she explained, “No one normally listens to what we say.” My interpretation of this statement was that their opinions are not often sought, yet alone acted upon by an adult. It demonstrated to the high school students how much I respected their ideas and input.

During the conferences the co-facilitators realised how dependent the whole process was on them ensuring that everything was completed and done properly. A co-facilitator from the dance workshop described how she had to do the dance in order to get the elementary students involved and another co-facilitator described how some resources had run out during the last workshop session and how she had to get some more resources from the art teacher who was in another classroom conducting a lesson. This process required that she show initiative, communication and negotiation skills. The adult supervisor could not do this as she did not know the school or teachers and so could not ask the school teacher for school resources. Also the art teacher’s art materials are not freely available to others in the building and so the student did a good job at negotiation to get these additional resources.

During the lunch period the co-facilitators organised the elementary students into orderly queues, they served the food and drinks and ensured that everyone, including the adult supervisors and visiting elementary school teachers had eaten before they ate. On reflection it was impressive to observe the behaviour of the co-facilitators

conducting this exercise without any pre-planning or instruction from myself or any other adult. They took ownership of the conferences.

For me, a significant comment was made by a male co-facilitator at the end of the day. It had not been directed at anyone in particular, however I made a note of it due to the fact that it was so insightful, “Wow this conference wouldn’t have happened if it wasn’t for us.” These observations demonstrate the ability of young people to be an integral asset to a research process. They show that young people, when given the opportunity, can shoulder the responsibilities of the practical issues that can manifest themselves within the research process. Opportunities, in which students are able to use their initiative and share responsibility with adults, can engage them and can be used to help motivate them at school. The following section will discuss the findings from the evaluation forms completed at the end of each workshop.

4.5.3 Evaluation Forms

The evaluation forms for the citizenship workshop, art workshop and teambuilding workshop were analysed last. The rationale for the comparison of the elementary school students’ evaluations from the different workshops was based on the assumption that the art and teambuilding workshops would be well received by the elementary school students as they were hands-on, fun and creative activities in comparison to the Citizenship consultation session which was a more ‘academic’ type of workshop.

The first part of the form consisted of 6 evaluation questions covering the whole session, how it was conducted and the participants' perception of their understanding and the effectiveness of the facilitators (see table 4-10). Each question was rated on a scale of strongly disagree to strongly agree. I counted the number of responses for each rating, and then calculated the percentage responses for the rating. I then tabulated these results for the citizenship workshop, teambuilding workshop and the art workshop.

The second part of the evaluation form involved open-ended questions and I employed the same analysis strategy as in the preparatory exercise analysis. I reviewed all the responses initially and recorded my initial observations. This was followed by placing the responses on an excel sheet and giving arbitrary codes to each of the responses for the purpose of description and distinction from other codes.

I reviewed the responses and codes again to find out if there were overlaps and if categories could be grouped together. The final results were tabulated. The following subsection will present the results from the first part of the evaluation form.

4.5.3.1 Results from Evaluation Forms – First Section

Table 4-10 shows the results for the first section of the evaluation form which were completed by the elementary school students. There were six questions or 'elements' that were investigated.

Table 4-10: Evaluation results from the first section of the evaluation form.

Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1. The session's objectives were clearly stated	0	3%	27%	35%	35%
2. The session's objectives were achieved	0	6%	24%	42%	28%
3. The session's content was interesting	3%	6%	23%	34%	35%
4. The facilitator was effective	1%	7%	20%	34%	38%
5. The session was fun and enjoyable	4%	6%	23%	34%	34%
6. I learnt something valuable or interesting from this session	3%	1%	18%	39%	38%

These results were compared with the evaluations obtained from the other workshops that were conducted during the conference in order to compare the levels of engagement between the different workshops. Figure 4-13 shows a graphically comparison of the different elements for part one of the evaluation form.

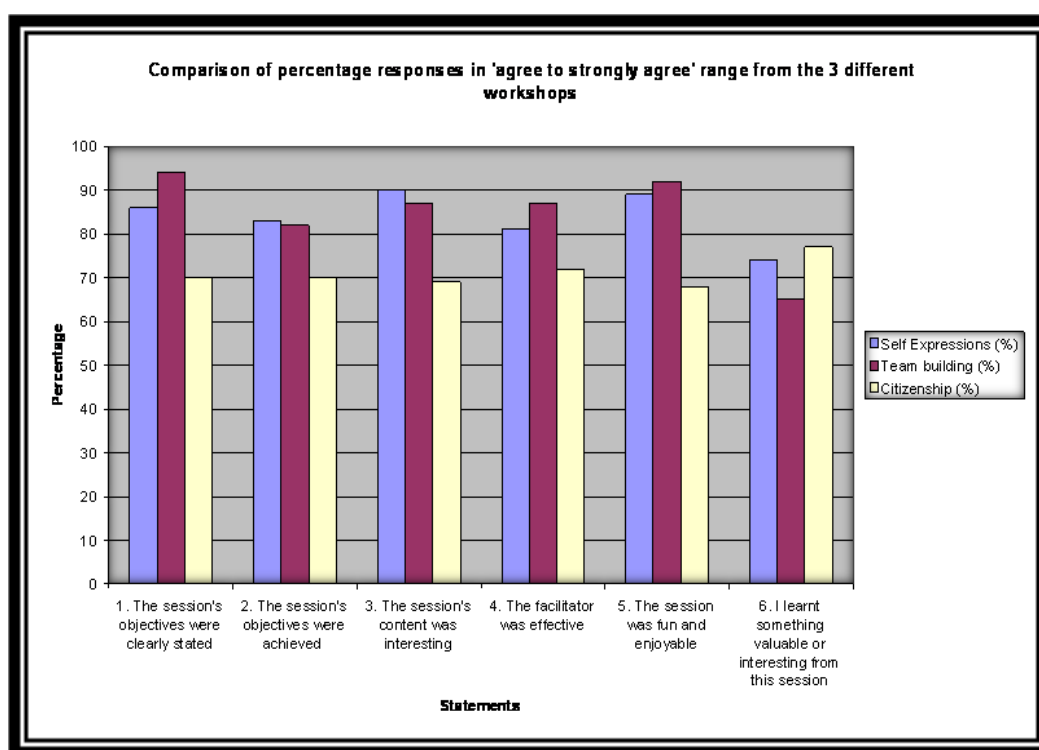


Figure 4-13: Comparison chart for the conference workshop evaluations.

The responses in Section one of the evaluation form were mainly positive. Each element scored between 69% and 77% in the range of agreeing and strongly agreeing, by the participants, with 77% of the participants believing that they had learnt something valuable from the session. Prior to the completion of the evaluation forms each question was explained to ensure that the students fully understood what they were evaluating, so the first question of section one; 'The session's objectives were clearly stated' was related to the interactive role play exercise and how it was explained and conducted. Question two followed on from this to investigate whether students believed that the interactive role-play exercise met their expectations and understanding. 70% of the students believed that the session's objectives were clearly stated and achieved, whilst 27% of the participants neither agreed nor disagreed. 69% of the respondents felt positively towards the sessions. I presented these results to some of the co-facilitators a few days after the sessions and they were surprised that the responses to this question were not more positive. One co-facilitator explained, "I heard some kids saying it was the best session of the day!"

I expected strong positive responses for the Self Expressions through Art and the Teambuilding sessions, as they were both more 'hands-on' exercises, straightforward to explain and less 'academic'. In the Self-expressions workshop students designed a T-shirt that represented themselves and the teambuilding workshop involved a 'spider web' activity in which the students had to work together to move each other from one side of the web to the other without touching the web itself. The percentages in this positive range are higher than for the Citizenship workshop, however as explained

previously this was to be expected, due to the academic nature of the Citizenship Workshop and its complexity. This is reflected in the higher percentage of responses for the statement 'I learnt something valuable or interesting from this session', for which the Citizenship workshop scored 77% in comparison to 65% for the teambuilding and 74% for the Expressions through Art.

The overall lower scores of the consultation session could also be due to the fact that the issues discussed were sensitive and controversial, such as race, health and physical attributes. Many of the elementary school participants' ideas, opinions and values would have been challenged, which had the potential to make students feel uncomfortable and self-conscious. The other workshops did not have this type of emotional and intellectual challenge. The following section discusses the results from the second part of the evaluation form.

4.5.3.2 Evaluation Forms – Second section

The second section of the evaluation form asked the participants open-ended questions in order to investigate the pedagogical aspects of the consultation session; what aspects of the session did you enjoy the most and how could this session be improved? This was to investigate the pedagogical aspects that the students enjoyed and felt most engaging. 8 'themes' were generated from the various responses of the participants, these were; debate, discussion, writing, thinking process, group work, listening, decision process and opinion giving. Table 4-11 shows the categories generated from the responses provided

by the elementary school students to the first question in the second section of the evaluation form.

Table 4-11: Categories and example responses from the first open ended question.

Category	%	Examples of responses
Decision process	27	The democracy, I enjoyed that when get picked for the most valuable applicant /Agreeing who should be let in the country's/ Agreeing with my group usually, at school we don't agree most of the time/When we got to pick which citizen came to our country/ Picking the country/ I enjoyed the voting part/ Choosing a country/city/ Picking the people you want to move in/ I enjoyed the voting/ Getting to debate which country we want to go to/ How they voted/ People had good facts about what they were representing
Opinion giving	25	I enjoyed theoretical part when everyone expressed their ideas/ when we could hear everyone's opinion/ sharing your ideas/ I enjoyed when everyone got to say their opinion and some funny content, being able to say your opinion.
Debate	16	Arguments between each group the debates/ this session was like a debate/ I enjoyed the session where we had a debate to allow diseased people in our country/
Discussion	10	I enjoyed the talking at the end/ I like the part where we were all talking about the disease and countries/ the end discussion.
Thinking process	10	Voting/ being grilled with questions/ thinking about who we wanted in our country.
Writing	8	I enjoyed writing the most/ I enjoyed filling out our sheet to present/ writing.
Group work	8	Working with everyone in one group/ talking with each other and working as a team/ working together/ I enjoyed doing the group work as I met new people and participated evenly.
Listening	2	When we could hear everyone's opinion/listening to others.

The category with the highest percentage was 'decision processes' with 27% of the responses falling into this category. This category was generated by responses given that articulated the idea of making choices, so for example when students used words such as "deciding and choosing". The second highest responses were in the category of opinion giving, this was formed by the direct responses, such as "I liked it when I could give my opinion" or "I could say what I wanted". Both the 'decision process' and 'opinion giving' category reflect the idea of empowering students, allowing them to

have their voices heard so that they knew that their voices were important. ‘Debate’ was generated from a response that mentioned the discussions between participants with opposing views. The category of ‘decision process’ was generated from responses that described the fact that they enjoyed deciding what was important for the attributes of citizenship as part of their ‘role’ in the interactive role-play.

Separate categories were generated for ‘debate’ and ‘discussion’. The responses placed into the category of ‘debate’ involved the challenging of differing beliefs and opinions and the defence or explanation of a counter argument of position on a topic. The ‘discussion’ responses described talking about the different topics brought up within the sessions. ‘Discussion’ was a presentation of ideas or thoughts without any particular ‘position’ or orientation of opinion regarding that thought or idea. There were no opposing sides. The ‘thinking process’ category was formed from responses, which explained that ‘thinking’ about which criteria made a good citizen, was an engaging aspect of the sessions. In the cases of the categories of ‘writing’ and ‘group work’ the responses expressed the idea that writing and working together with others were aspects that the respondents enjoyed.

The responses from the second part of the evaluation form fall into the domain of ‘critical thinking’ pedagogy. ten Dam and Volman (2004: 371) discuss strategies in which students give their opinions, and participate in discussions and collaborative learning as critical pedagogy. They believe that this allows learning to become a ‘constructive and socially and culturally situated process’. This complements the discussion in section 3.3

regarding the importance of an ecological approach to Citizenship Education as it allows for the individual student's 'life perspective' to be included in the classroom in the exploration of Citizenship Education. Paul (1992) claims that students learn better when they are able to have a prolonged exchange of points of view and frames of reference. In addition these beliefs are closely affiliated to constructivism and transformative learning as discussed in section 2.4.1.

The final question of the evaluation sheet was; how could this workshop be improved? This open-ended question was included to allow the elementary students to voice their opinions with regards to the consultation session in their own words, rather than just rating specific criteria and to investigate if there was a disparity between the rating criteria and their views of the sessions.

Table 4-12 shows the categorised responses from the open-ended question. 36% of the responses to the question gave positive feedback with regards to the consultation. 14% of the students suggested that a more 'hands on' approach could have improved the session, which is an observation that I had made previously especially in light of the other workshops which were more active physically in comparison to the consultation session.

Table 4-12: Student feedback for improving the consultation session.

Category	%	Response
Nothing to improve	36	Nothing; It doesn't need to be although there's always room for improvement/ I can't see anything to improve/ I enjoyed it all/ I think doesn't need to be improved it's fine as it is/ It was all good/ I think the workshop is fine the way it is/ I think this workshop is good the way it is/ It's alright the way it is and if it can be improved improve it/ Stay the same/ It can't/ Nothing/ Nothing at all;/It was perfect.
Hands on	14	They could add a lot more hands on activity/ More hands on/ More hands on More hands on/ Make it more active.
Work harder and take more seriously	14	I would be improved if we worked hard/ Take it more serious/ If people take it serious; More maturity/ I think there Kids could have been more respectful and the teacher (facilitator) could have been louder/ Could be less time so the groups work harder.
Time and activity	16	More time or political issues/ If the people could have done better/ More time and a better activity/ It could be improved by giving us more time/ It can have more choices to apply to/ Give more idea;/ People should communicate more often.
More fun	8	It would be improved by adding some kind of game/ Add more fun/ Being more fun.
ICT inclusion	6	Use computers and make your country.
More debating	3	More arguing.
Group work	3	Group work.

14% of the responses fell into the category of 'work harder and take more seriously'.

This involved observations by some of the elementary school students about their peers and reflects the feedback the co-facilitators had described in their 'teacher experience'.

The other responses such as 'more fun' and ICT inclusion tie in with the notion of the workshop being more active and hands on. I was originally quite surprised about the responses regarding the ICT inclusion (e.g. use computers and make your country) as this was the direction that my research was directed, however on reflection, I realised that this response could have been due to the information on the parental consent information regarding the nature of my research.

I think that these responses support the need for more than just critical thinking exercises within a classroom. The students were clearly engaged as described by the evaluation results and observations. They indicate that student voice is an engaging pedagogical tool; however these responses also support my instincts that students need more stimulation in the classroom. They also support the subsequent activities of my research that aim to investigate how, the tools and approaches can be used to garner this additional 'hands on' and 'more active' approach in the Citizenship Education classroom.

The following section describes the AR stages for Activity 2 in Cycle 1. It begins with an overview of Activity 2.

4.6 Overview Activity 2 Cycle 1 – Investigating Technology

Activity 2 of cycle 1 involved the exploration of the use of technology in the engagement of students in the subject area of Citizenship Education as described in section 3.7.3. Figure 4-14 provides an overview of the AR stages of Activity 2. The planning stage of Activity 2, as with Activity 1, began with the development of the research question through engagement with the literature on student engagement; technology and Citizenship Education (see sections 2.4.2 and 2.6). The 'act & observe' stage of Activity 2 was developed through the literature on technology; which pointed to the potential of gaming as an engaging tool within classroom learning and teaching in general (section 2.6.1). Themes to be explored through the online games were based on Citizenship

Education literature (section 2.3) and from topics and themes that had become apparent during the reflection on findings from Activity 1.

AR Cycle	STEP	Activity 1 RQ – student voice	Activity 2 RQ - technology
ONE	PLAN	Development of research questions based on theories from Citizenship Education, student engagement, Student Voice and technology.	Development of research questions based on theories from Citizenship Education, student engagement, Student Voice and technology.
	ACT & OBSERVE	Use of pedagogically orientated research methods to illicit and explore student voice; role play, group discussions. Data collection methods of participant observation, group discussions, student written responses.	Use of online gaming to explore CE themes and topics. Data collection methods of participant observation, student notes, group discussion, reflective journal.
	REFLECT	Analysis of data collected during the observe stages of cycle 1.	Analysis of data collected during the observe stages of cycle 1.
AR Cycle	STEP	Activity 3 RQ - student voice and technology	
TWO	REVISED PLAN	Development of a plan of action after reflection on theories from Citizenship Education, student engagement, Student Voice and technology and lessons learnt from cycle 1.	
	ACT & OBSERVE	Exploration of Citizenship Education using an activity adapted from activity 1 through an online collaborative whitespace as medium. Data collection methods of participant observation, reflective journal and student white spaces.	
	REFLECT	analysis of the data collected at the observe stage of cycle 2. Re-engagement with the literature/theory.	
REPORT – Conference papers, book chapters and doctoral thesis			

Figure 4-14: Action Research Stages Activity 2 Cycle 1

The following section provides an in-depth description of the planning stage for Activity 2 cycle 1. It continues with the presentation of the ‘action & observe’ and reflect stages respectively.

4.7 The Plan Stage of Activity 2 Cycle 1

The rationale for using games for Activity 2 was based on evidence from the literature that suggests that game based learning has potential as an educational tool in the classroom as described in section 2.6.2. Games aid the development of arbitrary skills, such as critical thinking, self-directed learning and have great potential in the field of education, yet more research is needed in this area (Selwyn 2007). This research study was NOT attempting to **evaluate** the usefulness of gaming or technology, but was focused on **how** it can be integrated into the classroom and how this incorporation affects the teaching and learning of Citizenship Education in the classroom from a student engagement perspective. The games chosen for Activity 2 were based on the themes generated from the students in Activity 1.

Online games were chosen for ease of use and access. It was necessary that software did not need to be purchased for the following reasons: financial implications, and the fact that permission from Board level administrators to download software often took weeks. It was also necessary to investigate the accessibility of the games from the school’s network prior to the classroom sessions as the School Board had strict internet restrictions and many educational sites could not be accessed via the school internet

portal. Because of this prior to the classroom session I investigated internet access to each game via the school's internet portal (Appendix 8).

The games were accessed through the web-portal www.gamesforchange.org. GamesforChange is a non-profit organisation that designs and hosts video games to help address current social issues. The organisation believes that games have a 'transformative power' that can help the formation of a 'just, equitable and tolerant society' (www.gamesforchange.org/about). The site has games that fall into 9 categories; Human rights, economics, public policy, environment, public health, poverty, politics, global conflict and news. 'GamesforChange' collaborates with organisations that address social issues to develop games. Each game falls under one of the above categories and an in depth description of each game is given, however there is no advice on how these games can be used in the classroom. 6 games were chosen from the website for use in Activity 2 of the research. They were Darfur is Dying, Against all Odds, Climate Change, Orange Revolution, Ayiit, and Replaying Finding Zoë, the corresponding categories and the associated themes from Activity 1 are shown in table 4-13. I chose the games by reading the objectives for each game and deciding which game or games seemed to best fit the category and the corresponding responses from Activity 1.

Table 4-13: Online games categories and categories from Activity 1.

Student generated themes from Activity 1	Gamesforchange category	Online Game
Destructive behaviour, socially awareness	Global Conflict	Darfur is Dying www.darfurisdying.com
Race, socially active, respect, individual duty	Human Rights	Playing against all odds www.playagainstallodds.com
Environmental concerns, surrounding environment and physical environment	Environment	Climate Challenge www.bbc.co.uk/sn/hottopics/climatechange/climate_challenge
Politics	Politics	Orange Revolution www.Research.takingitglobal.org/orange
Health, physical attributes, finance	Health	AYIT – The cost of life www.costoflife.org
Emotional attributes, help, respect, individual duty and personal attributes	Personal, Emotional and Social	Replay finding Zoe www.metrac.org/replay/en/index.html

Darfur is Dying is a web-based, viral video game that provides a window into the experience of the 2.5 million refugees in the Darfur region of Sudan. It is designed to raise awareness of the genocide taking place in Darfur. It was chosen as it addressed the themes of social awareness and violence that can occur in such situations. There are also elements within the game that allow students to take action in the 'real world' by taking part in campaigns for the cause. This aspect was not explored during the classroom session due to time constraints. This did not affect the game as they were 'add-on' activities and the instructions explained that they did not have to be completed.

Against all odds is a game that shows the player the experiences of a refugee from the moment they are forced out of their country of origin to the prejudices against them and their experiences in a foreign country. This game was chosen as it addressed the themes of race, social awareness, respect and individual responsibility; categories generated in Activity 1 of this research.

Climate Challenge is a game that attempts to give an understanding of some of the causes of climate change. It helps to give students an awareness of some of the policy options available to governments and the challenges facing international climate change negotiators. Participants are required to respond to catastrophic events caused by climate change as well as natural and manmade events, which may or may not be linked to climate change and at the same time keep their citizens happy. This adds the political element to the climate change debate and addressed the environmental theme generated from Activity 1 of this research.

Orange Revolution is a game that explores democracy and political decision-making. It is a simulation game based on the Ukraine elections in 2004. The objective of the game is to win a political election based on decisions made throughout the game and without the election ending in violence. If the election ends in violence due to the decisions made the player loses the game. This game was based on key issues in politics such as voting and governments. It addressed the political category identified in Activity 1.

AYITI the cost of life is a game that challenges its players to manage a rural family of five in Haiti over four years and keep them healthy, get them educated, and help them survive. The choices and decisions made by the player can result in the loss of life of a family member and/or income. It shows the player the intricate relationship between poverty and health.

Replay finding Zoë is an online game that explores the formation of healthy relationships. It gives the players the opportunity to explore the effects of unhealthy relationships. It is based on a narrative of two friends that are trying to ‘find’ their third friend Zoë who has developed an unhealthy relationship with her boyfriend. They encounter a variety of situations throughout the game that challenge concepts of destructive behaviour, gossip and peer pressure. The categories from Activity 1 that the game helped to explore were those of personal and emotional attributes such as leadership, kindness and trustworthiness.

The planning for Activity 2 also required other important practical considerations, not just from the perspective of the researcher, but also from the perspective of an educator incorporating technology within their classroom teaching. This perspective is provided in the following paragraphs in first person, to allow the ‘voice’ of my role as an educator planning the classroom session.

Due to my role within the school, I knew that a major consideration would be access to computers; this is because not every classroom within the school has computers and internet access. Access to the online games via the internet portal of the school was a necessary consideration due to the Board policy and internet security (see Appendix 8).

The first step taken was the securing of a computer lab in advance on the schools internal scheduling system. I booked it four weeks in advance to ensure that there would not be any issues with regards to access. This was a simple and straightforward process. It was then necessary for me to investigate the games. What types of games could I use to explore the themes from Activity 1 and the literature review? I spent approximately 3 hours each evening for two weeks online researching and trying out a variety of gaming options that would explore the themes and would also be user-friendly within the classroom. It would not take multiple classroom sessions to become accustomed to the game controls before the game could actually be played sufficiently for learning to take place. I used the 'Google' search engine and searched using keywords such as 'citizenship education games' and 'online citizenship educational games'.

I was eventually directed to the Games for Change organization (www.gamesforchange.org) by a professor from an American University, with whom I had been discussing my research. I began to research the different games via this website. I played a variety of the games from the different categories, which reflected the themes generated from Activity 1. There were some games such as Fatworld that

were interesting and simple to use but would require downloading software. Knowing that the installation of software on my School Board issued laptop was security protected and required an appointment with the School Board's technical department, I decided that this would not be an option. This was further confirmed in my research for Activity 2, during which the school's Systems Support Technician informed me that she was not permitted to install any software onto school computers without the official permission of her 'bosses downtown', i.e. from managers at the School Board level. I therefore chose games that could be accessed online. The next step was to ensure access to the games via the school's internet connection. This was a consideration due to the security settings installed by the School Board to protect (or prevent) students from accessing inappropriate material on the internet and prevent access of personal information.

Journal quote:

'...You can't access anything from the school's internet and it can be so frustrating at times. It's this idea that the kids need to be protected from things, or maybe they don't want students to be messing around in class on MSN and things. The protection aspect makes me laugh because the students already know a lot about the things that can be accessed via the web...'

Once I had tried to access the games and this was successful, I began to focus my attention on the organisation of the classroom session. I wanted to ensure that the

students would be engaged in the process and that they would still have a 'voice' and be able to express their opinions openly and freely, whilst still using games as a central activity in the classroom session. I therefore thought about using the approach of open-ended questions to provide the catalyst to a discussion, as 'discussions' were highlighted in Activity 1 of the research by the students, as being a preferred pedagogical tool for learning. It was also necessary for these questions to reflect the overarching research questions regarding how technology could be used in the teaching and learning of Citizenship Education within the classroom. The next section provides a presentation of the 'act & observe' stage for Activity 2.

4.8 The Act and Observe Stage of Activity 2

Participant observation was an integral part of data collection so that my perspective as the educator could be recorded. Pope and Mays (1995: 43) describe participant observation as 'observation in which the researcher also occupies a role or part in the setting in addition to observing'. In the context of Activities 2 and 3, my role as the educator had already been established for the student participants due to my position of Program Counsellor and so the dynamics of my relationship with the students was not altered due to the research. This position is supported by Ahola and Lucas (1981: 77) 'the observer is a natural member of the group being studied. This natural membership makes the researcher more apt to know about the hidden motives and agendas'.

A participant observer is able to explore a setting in depth and therefore is able to produce a descriptive account relating to the context of that setting and provide a unique insider's perspective of the attitudes of the participants (Kurz 1983). In addition it allows the researcher to incorporate 'social and cultural meanings beyond those which are verbally expressed' (Walsh 2009: 79). Participant observation was used as a means to contextualise the data collected and also to provide the educator's perspective.

The students that participated in Activity 2 were members of the program that I supervised as part of a School Board initiative. The classroom session was 75 minutes in length and was conducted in a school computer lab. 24 students ranging in age from 14 to 17 years old took part in the session. Prior to conducting the class the students were informed of the reason for the classroom session with regards to its use in a research project on gaming and education. The students were informed about their right to 'opt out' of the session if they chose. The students were asked 3 questions at the beginning of the class; what was civics education (Citizenship Education)? Who had taken the civics education course, and what types of activities had the course involved? The term 'civics education' was used because it is the corresponding term utilized in Ontario for the subject of Citizenship Education (see section 2.3.5). These questions were asked in this order and were included to provide some background information regarding their understanding of civics, the number of students that had experienced current pedagogical practices and an idea about how it was taught. This was included to help

provide a contextual perspective on results from the session. It also provided an introduction to the subsequent classroom session that followed.

Curriculum Questionnaire

Section 1: Background Information

What is 'civics' education?

Politic and about the world

How many students in your group have taken the Grade 10 civics course?

What types of things did you learn about?

that civics could change the world as in politics and economy

Figure 4-15: Example of civics background questionnaire.

The students were divided into six groups of four students. Each group was given the website for one of the online games and all the students within the particular group played that particular game. The students were given 10 minutes to familiarise themselves with the game by reading the instructions. They were instructed to read how to play the game and when finished to begin playing. Students that completed their games were allowed to try a different game. Once all the students had completed at least one game, each group of students that had played a particular game, for example *Darfur is dying*, were asked to give a brief oral presentation regarding what they had learnt about their topic. The final summative part of the classroom session was based on the question: what do you think of using games like these in the classroom? Students were put into pairs and asked to write down their thoughts regarding this question. This information was collected at the end of the session.

On the day of the classroom session, the game 'Against the odds' could not be used due to technical difficulties, it would not 'run' despite being checked prior to the implementation of the classroom session. The four students that were supposed to do this game were placed in one of the other groups, making four groups of 5 students and one group with four students.

There was limited interaction between students as headphones were used so the students could be fully immersed in the gaming experience. The students appeared engaged in the activity at first, however some students began to appear distracted, for example gazing out of the window or looking at the computer screen of the neighbouring student. Upon further investigation it was discovered that they had become frustrated and uninterested with their games; this applied in particular to a student playing the environmental challenge and a female student on the 'Replay finding Zoë' game. When asked what was wrong the female student claimed that the game was boring and the male student stated that he did not know what was going on. It became clear that neither student had actually read the 'how to play' instructions for the games. They were both asked to read the how to play instructions to understand what the games were about and the objectives. Once this was accomplished the female student expressed satisfaction with the game and was able to complete the necessary requirements for the game. The male student began to play the game without asking any further questions.

Some students requested to play their particular game again; this applied to *Orange Revolution*, *Climate Challenge*, and *Darfur is Dying*. The first time they played the game the students attempted to win and make the correct choices, however on the students' second attempts, instead of trying to 'win' or do their best, they made negative choices, and they actually wanted to view the consequences of negative actions. So for example, a female student playing the Orange Revolution game, tried her best to cause riots and chose anti-diplomatic negotiations leading to her political character's imprisonment. She started to giggle at the result.

Students that did not want to play their designated game another time voluntarily asked to try other games. In this situation the students were given a quick synopsis of the different games and were able to choose which game they would be interested in playing. At the end of the gaming segment of the classroom session, some students asked for more time to play more of the games. This was not granted because we needed to continue with the discussion segment of the classroom session.

After the completion of the gaming segment of the classroom session, students were asked to leave their computer terminals and congregate in a circle. I joined the circle and posed the question: What did you learn about the topic from your game? A group was given the opportunity to volunteer to present first. However at the beginning of the discussion a male student requested that he no longer wanted to take part in the classroom session. This male student was the same student involved in the 'Replaying Zoe' game. He played the game to complete the task, but had not shown further

engagement in the game or its topic. I asked the student for the reason for this decision and he explained that he was not interested in doing the full exercise. I permitted him to withdraw from the session due to the fact that involvement in the program was based on voluntary participation, and the session, though provided as an activity for the program, was still being used as part of my research and so it would be unethical for me to coerce the student's involvement. The following paragraphs describe the discussions for each of the games.

Darfur is dying

The group that presented first had played the *Darfur is dying* game. The male student that had requested the website address for the game was also the first to speak about the game. He described how his 'boy' was trying to get water from a well, but also had to run away from people in vans with guns by hiding behind bushes and then carry the water back to his village.

The group was probed further with the question of whether they understood that this type of scenario actually occurs in 'real life'. 3 out of the 5 students in this particular group said that they had not heard about Darfur. Another student from the larger group of 24 asked me if it was the same type of situation as they had witnessed in the film 'Hotel Rwanda', mentioning this film developed the discussion and resulted in other students voicing the fact that they had watched this film. Some of the students discussed how the film had made them feel, for example one student reminded the

other students about a scene in the film in which the UN trucks had to drive over dead bodies. The students discussed their emotions with respect to how sad it made them feel and a female student expressed the fact that she had cried at the end of the film. I used the opportunity to direct the dialogue into a discussion of the similarities and differences of the two contexts.

Orange Revolution

The next group to discuss their topic was the group that played *Orange Revolution*. They appeared more relaxed in their delivery in comparison to the first group and began without any prompting from me. The first student to speak explained the game and what they needed to do in the game. She described the concept that the player is a political person trying to win an election and that you needed to make different decisions to win. Another student in the group included the fact that in the game you can see if you are making the correct choices with a 'metering gauge' that shows good or bad. The male student, who on his second attempt at the game had made bad choices, volunteered to share this with the group. He described that he made really bad choices and ended up in prison. The whole group found this quite funny and there was laughter and giggling.

I then probed the group further with the question of 'what did you learn about politics from the game?' One student explained that she felt it was actually quite difficult to be a politician because you have to try to please so many different people. Another student

in the group also explained that he felt that there are so many different things that you have to think about, for example the finances of your country and arguing against the other politicians.

Climate Challenge

The third group that discussed their game and topic was the group for the *Climate Challenge*. Again they described their game and what they were required to do. One of the male students ‘confessed’ that he too had played the game a second time, but again had made negative actions to ‘see what would happen’. He described a result of ‘black skies’ and high carbon emissions. One student in the group complained that the game was ‘too serious’ and she wished she had been chosen to play another game. When asked the question, ‘Do you understand that it was not about the game, but about what you were learning from the game?’ her response was still the same and she added that she felt that everyone knew and understood about the environment and that it was important to look after it. Again I probed further with the comment ‘But it is not *that* simple, because politics and government decisions are also involved.’ She claimed that she understood, but only focused on the fact that she did not really enjoy the game.

AYIT: Cost of Life

The group that played the *AYIT: Cost of Life* game followed. There were five students within this group. They described how as a player you had to make decisions regarding your ‘family’ so they could survive living in ‘Africa’ (The mention of Africa was

interesting as the actual game is set in Haiti). They described that you had to farm and make money to buy tools, or send your child to school, or send one child to school and keep one child at home to farm the land to make money. They also talked about the fact that someone could become ill and having to make the choice between buying medications or buying tools so that they could farm to make more money. They seemed to find the game interesting. They also voluntarily explained that they understood that it was trying to show them that some people in the world really do have to make these types of decisions every day.

Replay finding Zoë

The group that played the game *Replay finding Zoë* was the final group to present. This group only consisted of four students. The female student described earlier in this section who had not read the instructions began the discussion about the game. She felt that it was quite hard at first to understand what to do. She felt that there was ‘a lot of reading’ involved in the game, a statement that drew agreement from the other students in her group. I asked if this was a problem, another student answered that it was not a problem but that “you had to think more” and so she did not feel it was really a ‘game’ because of it.

Again I tried to keep the focus on what the students had learnt about the topic in the game. So the question was asked ‘so what did you learn?’ The students explained that they learnt about listening to and taking part in gossip at school and how this

involvement perpetuates conflicts. One female student from the larger class group expressed the opinion of how not listening to gossip should be practiced at ‘this school’. They also presented the idea that it is necessary to talk to their friends when they are in relationships and not really happy. The only male student in the group also volunteered the notion that it was ‘everyone’s fault’ in the game that Zoë was having a difficult time, not just her boyfriend treating her badly.

I noted in my journal that as the discussions regarding the games and their topics progressed, each subsequent group was able to discuss their ideas more clearly and fluently. The students appeared to become more confident with expressing their ideas and feelings with regards to the topics they had been assigned. The games acted as a trigger for this.

The next part of the discussion revolved around the question ‘What did they think about learning like this?’ It was explained that ‘the learning like this’ was the involvement of games within the classroom to learn about a topic rather than the traditional means of teaching. The notion that game based learning is engaging for young people and reflects their use of gaming technology outside of school was discussed in section 2.6.

The students vocalised a variety of positive aspects. Many agreed that it was ‘fun’ to use the games. Some explained that none of their teachers had used a computer game in a class. One student clarified that they had used the internet to get information for

assignments in class, but not to play a game. Another student stated that his science teacher had used a computer game for them to learn about electrical currents and switches and that he had enjoyed doing that. Some students volunteered the idea that teachers need to try out different things and that most of the time they just use overheads, textbooks, or photocopied pages to teach.

A female student then explained that she enjoyed the games, but also really enjoyed talking about what they had learnt afterwards. She described that she liked to hear about the other games and topics that her fellow students had learnt about. There was a consensus from the group. Some students stated that they enjoyed working 'alone' on the computer but also 'together' in terms of being able to compare the game experience with the other students in the group that had completed the same game.

However, another female student did question the process. She explained how she felt it had been fun, but that she had not learnt anything. When questioned further, she clarified her statement with the idea that she had not learnt any 'facts' about the different topics and that how would she be able to pass her exams if she did not know any of the facts. This supports the literature that students who do well academically, do not tend to like the idea of using computer games in learning (Squire 2005).

At the end of the classroom session, I explained the idea of civics education and Citizenship Education to the students; that one of the concepts of Citizenship Education

is to help students to become active citizens within their communities and beyond as they entered into adult life. As the students were dismissed from the class two students asked me if there would be an opportunity at a later date to have another class session like this one. I left the idea open but explained that I would be able to give the students the website address so they could try other games in their own time. The following section presents the ‘reflect’ stage of Activity 2.

4.9 The Reflect Stage of Activity 2 Cycle 1

Activity 2 was concerned with how to engage students in Citizenship Education by using games to explore the associated themes and topics. At the beginning of the classroom session, the students were provided with a worksheet, which was used to provide a contextual background to the students’ prior knowledge of Citizenship Education and whether they had taken the equivalent civics course (see figure 4-15 for an example of the worksheet).

The responses given regarding, what was civics education, fell into two categories: national politics, and the ‘World’. The ‘World’ category could be subdivided further into two categories of world politics and social justice issues. Table 4-14 provides the responses within each category. Many of the responses were simple and straightforward such as ‘politics’ or ‘about the government’.

Table 4-14: Categories and responses regarding civics education.

Category	National politics	The 'World'	Social justice
Sub-categories		<i>World politics</i>	<i>Social justice issues</i>
No. of responses	6	3	4
Responses	"Government structure", "how to vote", "how the government is elected", "all about government and politics."	"That civics could change the world like politics and the economy", "I learned about leaders and people who changed the world to make it a better place".	"It's learning about what's going on in the world", "things about around the world."

Some verbal responses were more developed with regards to thought and critical thinking. For example a student that had taken the civics course previously, stated that he felt it should be about 'manners'. When probed further with regards to what he meant by manners he explained that "how people should act with each other, being polite, saying thank you and stuff". He felt that this would make people 'nicer and kinder' and 'make the world a better place'. This response would fit into the category of 'world and social justice'.

9 out of the 24 students participating in the classroom session had taken the civics course, which is 38% of the participants. Their responses to the third question; what types of things did the teacher do in the class for them to learn about it? The responses varied from they learnt about voting, different career options and the Government of Canada. One student described how her teacher made them do a 'pretend' voting booth lesson. "We had to pretend that we were going to place a vote. She [the teacher] made these blinds so we couldn't see the other person voting next to us. It was like a polling station." Another student explained, "I learned about that boy who got shot because he

wanted to stop child labour.” Other responses seemed more cynical in their verbal delivery such as “It was boring and I don’t remember any of it, I was sleeping!” or another student who claimed that she learned about the government and “how crooked the system is”.

Upon reflection of the classroom session, it appeared that most of the students were engaged with playing their online game. The classroom session actually went well, though I did not feel that the atmosphere was as vibrant in comparison to the Activity 1 experience. This was in terms of the observed behaviour of the students. For example in Activity 1 the students were observed debating and being involved in the tasks and listening attentively to whoever was speaking. In Activity 2 students were ‘on task’, however I did not observe a significant amount of engaged enthusiasm within the classroom. This could have been for a variety of reasons, for example Activity 1 was conducted via a conference that I had developed and designed specifically for the Grade 8 students coming to the high school for the day. The experience for the Grade 8 students coming to a high school and receiving special treatment from the high school students that were facilitating the conference was in itself an exciting experience. This could have contributed to the energised involvement of the students within the consultation sessions as described in sections 4.4.2 and 4.5.2.

In general the students seemed to be on-task and engaged in the classroom session. I was rather frustrated with the students not being able to do the ‘Against the odds’ game, due to technical difficulties in accessing the game online on the day of the

classroom session. I felt that this particular game touched on controversial issues of race and prejudices; it would have challenged the students in a personal way and also would probably have acted as stimulus to the discussion later on in the classroom session.

I was particularly surprised with Ryan, he not only showed enthusiasm and engagement with the *Darfur is dying* game but requested the website so he could play it at home. I was surprised because this particular student had difficulties staying on task in many of his classes and was notorious for ‘wandering’ the corridors of the school during class time.

Journal quote:

‘...I must admit that I’m not too sure if the games really helped the students to gain a better insight into the topics that they would then go on to use in their own lives necessarily. I think that more would need to be done. Not sure what or how...’

This activity of my research has raised questions with regards to how technology can be truly incorporated into the classroom as an engaging and learner-driven tool rather than just a facilitative tool for a discussion.

4.10 Conclusions

Activity 1 was developed to investigate the use of student voice to engage students in Citizenship Education. As discussed in section 3.7, there were sub-questions relating to the student voice aspect of the overarching research question. These sub-questions revolved around the issues of the nature of the curriculum, young people's understanding of Citizenship Education and the exploration of pedagogical approaches for Citizenship Education.

The results suggest that the broad scope of the Ontario Citizenship Education curriculum, lends itself to a full exploration and inclusion of innovative practices within the Citizenship Education classroom as demonstrated in the work carried out in Activity 1. The results also suggest that the elementary school students had an understanding of citizenship and how it relates to the context of their lives as young citizens, which was demonstrated in their responses from the preparatory exercise. In addition there was evidence within the consultation sessions that those participating in the study had an understanding of the need for citizens that can demonstrate positive behaviours as being beneficial to a country's overall 'successes'; These results suggest that further investigations into Citizenship Education curriculum, need to begin from a platform based on the notion that young people have knowledge of Citizenship concepts rather than an assumption that they are ignorant or deficient in the subject. This stance is contrary to the rationale for Citizenship Education's introduction as a school subject. This in turn suggests that the perceived deficiency with regards to Citizenship Education,

in particular in the Ontario context (Hughes & Sears 2006), is in classroom practice and not necessarily the curriculum itself or the student's capabilities.

In addressing the sub-question with regards to pedagogy, the results build on knowledge that pedagogy which stimulates critical thinking skills was enjoyable and engaging. This was demonstrated in their responses in the evaluation forms and the categories that were generated from the responses. However this group of elementary school students indicated that although pedagogy that stimulates critical thinking skills were enjoyable and engaging, the students still wanted a more 'hands on and active' approach in the classroom. This was established from the final question of the evaluation forms which asked for suggestions regarding areas of improvement. This result is also confirmed by the difference in experience of the high school co-facilitators, who practiced 'citizenship' first-hand by experiencing a variety of citizen roles by being actively involved in the set-up and implementation of the conference and having the opportunity to reflect on their experiences. This result suggests that a possible avenue for further exploration of Citizenship Education pedagogy could be providing young people genuine reflective experiences of citizenship outside of the classroom. During this time they would become fully immersed in the real life environment solving real life problems for a prolonged period of time, so as to differentiate the experience from volunteer work.

In terms of the exploration of pedagogical approaches to Citizenship Education, the results build on the knowledge that research can be used not only to investigate a

phenomenon but can also be used simultaneously as a learning and teaching experience. This was demonstrated by the use of the high school co-facilitators and also the elementary students during the consultation sessions. Young people can be a valuable addition to the research process adding new insights and practical suggestions for implementation that enhance the research process, as shown by the co-facilitators' experience during the set-up of the conference. The experience that the high school co-facilitators gained through the research gave them insights into roles that they would not necessarily have experienced ordinarily during high school, such as researcher, co-worker or teacher. These findings show the possibility of new sets of pedagogy that could be categorised as exploration of personal perspectives of Citizenship Education. This was achieved in the preparatory exercise, the exploration of others' perspectives of Citizenship Education via the use of creative methodologies such as the IRP and small activity groups, and finally the exploration of new experiences of citizenship through new citizen roles such as through the co-facilitator experience which valued the young people in their own right.

The focus of Activity 2 was on how technology could be used to engage students in the classroom teaching of Citizenship Education. Five groups of students played five different games within the classroom session. Each of the games played were chosen to reflect topics and themes from the literature and the categories generated from Activity 1. The investigation of technology in Activity 2 was directed in part by the findings from Activity 1 and the literature reviews presented in section 2.6. The literature pointed to the notion that gaming technology is still a new concept within the classroom with

teachers unsure of how this can be used effectively in the classroom (see section 2.6.1). A discussion of the benefits of technology in education in terms of its ability to engage youth and its compatibility with respect to young peoples' lives was discussed in section 2.6.1 as part of the literature review.

Reflection on the findings from Activity 2 suggested that gaming was engaging to some students but not necessarily all the student participants. The engagement of the students within the discussions is supported both from the findings in Activity 1 and the literature (section 2.4). My initial 'instincts' on reflection of the findings from Activity 2 was that although using games was engaging for the students, its use and incorporation had been 'non-collaborative' in that the students did not actively work together on a solution or problem. The students appeared to learn information about their topics and did not learn about the underlying complicated issues related to the topics. The results from Activity 2 highlight the fact that it is not just the use of games within the classroom that needs to be investigated, but also the pedagogical aspects of implementation and instruction. The use of the games did not provide a direct link to or exploration of Citizenship Education concepts or objectives as discussed in the literature review. The experience did not result in transformational learning in which the students were able to reflect, critically analyse and then adapt their ideas and beliefs after having a greater understanding of the topics.

My analysis and interpretation of my observations from Activity 2 are also supported by my ecological interpretive framework with regards to the significance of 'relationships'

and interactions within the learning process of Citizenship Education (see section 3.3). I did not observe the formation of relationships through the interaction or collaboration of the students and their peers, or between myself (as the educator) and the students. However, in Activity 1 the interaction created within the consultation session was a substantial element to the student engagement directly observed.

These conclusions will be used as the basis for the revised planning for Cycle 2 of the AR research with simultaneous engagement with the literature. The revised plan for Cycle 2 Activity 3 will be presented in chapter 5 with a full description of all the stages for Activity 3.

Chapter 5 Cycle 2 Activity 3 Combining student voice and technology in the Citizenship Education classroom

5.1 Introduction

Chapter 5 focuses on Cycle 2, Activity 3 of the Action Research Design for this thesis. Cycle 2 Activity 3 aimed to investigate *how* student voice and technology could be combined to engage students in the Citizenship Education classroom. The development of Cycle 2 was informed through the findings from Cycle 1 and a review of the literature on student engagement, student voice, technology and Citizenship Education.

Activity 3 of Cycle 2 involved the use of technology as a means to elicit student voice and engage students within the subject area of Citizenship Education. Section 5.2 presents the rationale for a revised plan for Cycle 2 Activity 3, based on the findings from Cycle 1. Section 5.3 presents the planning stage of Cycle 2 Activity 3 with regard to set up, initial technology and task investigation. This is followed by section 5.4, which provides a detailed description of the ‘act & observe’ stage of Cycle 2 Activity 3, which involved the design of the task for Activity 3 and the implementation of Activity 3.

Section 5.5 presents a reflection on the findings gained from the perspective of the researcher/educator and the students that reviewed the initial report regarding Activity

3 during the 'act & observe' stage. The chapter concludes with a brief summary in section 5.6.

5.2 Revised Action Plan for Activity 3 – Reflection from Cycle 1

My main research question is; how can student voice and technology be used in the engagement of students in the subject area of Citizenship Education in the classroom?

The rationale for Cycle 2 Activity 3 was to investigate *how* to combine student voice and technology to explore Citizenship Education in the classroom. The 'student voice' was brought forward in Activity 1 of the research allowing the students to set the agenda for the themes or topics that were of particular interest to them. Activity 2 of the research was designed to use technology to explore Citizenship Education themes and topics as presented in the literature reviews. Cycle 2 would explore whether or not the combination of student voice and technology in the classroom would produce an engaging student-centred classroom for Citizenship Education.

Activity 2 of the research reported in this thesis was conducted within the context and perspective of a 'lone' educator attempting to introduce technology into the Citizenship Education curriculum. The use of practitioner inquiry to investigate the research allowed the educator's perspective of changing classroom and teaching practices by integrating technology. It became apparent that an educator's navigation of educational policy and

procedures for using technology was an important aspect to technology integration into the classroom supported in the discussion in section 2.6.

There were two main concerns that had to be addressed with regard to conducting Cycle 2 of the research. The first was to ensure that student voice was incorporated into the research design and secondly, that technology was also included. The technology used needed to be student-driven to allow for student voice so that it was not merely a 'repackaging' of the Citizenship Education curriculum resulting in a 'forced' use of technology in Citizenship Education compromising the ultimate goal of Citizenship Education (Selwyn 2007: 15).

The following findings from cycle 1 directed the planning of Activity 3 in Cycle 2:

1. The inclusion of student-directed learning helps to include student voice and increase student engagement (sections 4.3.3, 4.5.2 and 4.9).
2. Technology use needs to be collaborative (sections 4.8 and 4.9).
3. Creative methodologies, such as role-plays and games can be used pedagogically (sections 4.4.2 and 4.5.2).
4. Students can be involved in different aspects of a research process (sections 4.3.2 and 4.5.3).

The following section describes the 'plan' stage for Cycle 2 of the research based on the revised plan already discussed.

5.3 The Plan Stage for Cycle 2 Activity 3

Activity 3 was investigating how technology could be used as the primary medium through which student voice could manifest itself within the Citizenship Education classroom. Would this make a difference with respect to the student experience? The investigation involved the instructional design of the classroom session, the research into and choice of technology, implementation and the students' feedback.

Activity 3 was conducted in a high school in Ontario with a mixed gendered group of 10 students in Grades 10 to 12; all of whom had taken the Grade 10 civics course. These students were members of the program that I led and described in section 3.2. Three of these students had taken part in Activity 2. The reason that all the students in Activity 2 were not used in Activity 3 was due to the time lapse between the activities. In this time lapse the members of the program that I supervised had changed for reasons such as graduating and leaving high school, a change of high school or even no longer needing or wanting to be involved in the program. In order to compensate for this change in participants, I chose students that had taken the Grade 10 civics course so that all the participants had a 'frame of reference' with regards to the subject area and could therefore provide a comparison with their original classroom experience. Activity 3 required technology that would allow the educator to incorporate a 'role play' exercise, through which the instructional design could be delivered. An appropriate educational

technology for the subject area and the classroom context needed to be selected. I based my selection of technology on seven criteria, which were formulated by the research that I conducted in Activity 2 with regards to the institutional issues of using technology in the classroom (see section 4.7) and from the results in terms of the student learning experience in Activity 2 which I felt needed to be addressed Activity 3.

The seven criteria were as follows:

1. It had to be an *educational technology* – The technology was developed as a technological tool specifically for an educational setting, so that it would be easier to adapt for the purposes of the task in Activity 3.
2. It had to be open-source software – Free use, as there were no finances available to pay for software.
3. It needed to be web-based – No downloading of software, because of the School Board policies (see Appendix 7).
4. It needed to allow student collaboration – Students needed to be able to interact with each other through the technology tool, which was not achieved in Activity 2 using the online games. It was hoped this would ‘add-value’ to the student experience.
5. Non-restricted access - It needed to be accessible via the school internet restrictions due to the School Board policy.

6. Easy to utilise – So that the **subject matter** is the focus and **NOT** the technology.

I did not want technology that would require a separate 'lesson' for the students to learn about the technology and its capabilities.

7. It needed to be an open-platform – The technology tool needed to be easily configurable for the role play exercise to allow for student directed learning and exploration of the Citizenship Education themes that would present during the class.

The educational technologies that were investigated as possibilities are shown in table 5-1. They were two gaming technologies (Missionmaker and Scratch) and two virtual workspaces (There or Twiddla). This shortlist was obtained by using the Google search engine to identify educational technologies which, I then investigated, and also from suggestions from a professor involved in Computer Information Systems at Madonna University.

Table 5-1: Criteria and fulfilment of the educational technology considered.

	Twiddla	There	Missionmaker	Scratch
Educational Technology	✓	✓	✓	✓
Web-based	✓	✓	✗	✗
Open-source	✓	✓	✗	✓
Collaborative	✓	✓	✓	✗
Non restricted school access	✓	✗	✗	✗
Easy to use	✓	✗	✗	✗
Open platform	✓	✗	✗	✗

Mission maker is a 3D games authoring platform which allows students to build and design their own games. The main drawback to this technology was the financial aspect. For full use of the software, a one off payment for a school edition was approximately \$3500. I contacted the company to attempt to gain access to the software at a reduced price. It was explained that the software price had already been reduced by the help of government educational grants. The option of the use of free games that had been developed by students using the game design software was also made, but this was not an option with regards to the research process, because the games created had no relation to Citizenship Education.

Scratch is a programming language that allows students to create interactive stories, games, animations, music and art. The program can be accessed and downloaded for free. However the main drawback to its use was the amount of time it would take for

the students to become familiar with the programming aspect of the technology. This would not be appropriate for the research, as the technology itself was not the main focus for the research.

‘There’ is an online virtual networked community. A person is able to register and become a member of the ‘There’ community by having an avatar. This avatar is able to explore the online virtual world attending a variety of communities. The avatar is able to purchase a home, build artefacts and make friends. ‘There’ had voice chat capabilities, and the navigation of the avatar and its interaction with the ‘world’ around it were simple and user-friendly. The main drawback with ‘There’ was incorporation of the instructional design into the community. There was no means of the customisation of an area in ‘There’ for the students to have a lesson and there were no ‘gatekeeper’ options to prevent the students from leaving the designated area and exploring other virtual social areas in ‘There’. It was possible to ‘rent’ a location, which required a financial investment, but this investment only provided a virtual space and did not include any other objects or virtual artefacts that the students could interact with or utilise. Therefore it would be no more than a virtual classroom in which the students would be avatars sitting and listening to a teacher, which in reality would not be more than a ‘cosmetic’ change to the students’ classroom time. This avenue was investigated further with an email followed by a conference call meeting with one of the creators of ‘There’. Interestingly, the issues that I presented to them had also been investigated by a higher educational institute that had been awarded a grant to develop and create an

educational environment in 'There'. However, due to legal issues it was not possible for this information to be shared or for access to the educational space. For these reasons 'There' was rejected.

The eventual choice was 'Twiddla' (www.twiddla.com), which fulfilled all the seven criteria (see Table 5-1). Twiddla is a real-time collaboration tool. There is no sign-up, download or scheduling that is required. It allows team white-boarding to occur with the added ability of students able to 'surf the net' together and collaborate. It also has an instant chat function, which could be used by the students to discuss choices and make decisions with regards to the instructional design.

The next section will describe the 'act & observe' stage for Cycle 2 Activity 3. This stage involves the detailed description of investigating and creating the technology orientated task for Activity 3, followed by the implementation of the task in Activity 3.

5.4 The Act & Observe Stage

This section describes the 'act & observe' stage for Activity 3. The section will be divided into two. The first subsection will provide a detailed description of the educator investigating the educational technology for Activity 3 and the second subsection will present the implementation of the classroom session.

5.4.1 Activity 3 – Educator’s Investigation

The ‘act & observe’ stage of the educator’s perspective for researching the appropriate technology for Activity 3 is written in a narrative form and includes quotes from the researcher’s reflective journal. Cycle 2 was informed by Cycle 1 results. These included the institutional considerations with regards to the School Board’s ICT policy and the overall classroom learning experience.

Journal quote:

‘...Cycle 1 was interesting. I could really see that generally speaking the kids enjoyed the gaming task, but that’s the problem it personally felt like just another task. That’s not good enough. There was definitely something ‘missing’. Not sure what I mean by missing, but there needs to be more...’ (April 2008 entry after Cycle 2 classroom session)

Activity 3 was designed and implemented based on the results from Cycle 1. Even though the games were engaging to the students in the Citizenship Education classroom, it was not profoundly different to using any other type of activity based exercise. For example, photography or newspaper articles in order to discuss a topic. There were elements that were missing from the classroom session that I felt had occurred in Activity 1 that had not manifested itself within the Activity 2 classroom session. These elements were collaboration between peers and the educator, peer to peer teaching and learning and the opportunity to customise the games to allow for the exploration of a broad spectrum of Citizenship Education curriculum driven by the students’ interests.

Activity 3 therefore investigated how the three elements could be incorporated into the classroom. This began with the incorporation of the technology within the classroom practice; a pedagogical issue. How could a 'lone' educator actually implement such a strategy? This resulted in the search for an easily, customisable, online and free game-based tools that could be used.

Journal quote:

'...I'd love to try out a 3D online virtual world. I know the kids would love the whole avatar thing, but it won't be feasible. I looked into SL (Second Life) at the beginning of my PhD and although it was a great idea it won't work for my situation in practice. You'd need money to set up an island, then time to construct and money and it will take too long...' (October 2009 entry)

I began my search for an online gaming tool with 'There', which is a 3D virtual world for young people. It was appealing to me because it was so easy to register and its usability was simple. It was easy to move the avatar, change its appearance, interact with the objects within the virtual environment and even use the chat tool. It had voice capabilities. I decided to investigate the possibility of the customisation of a 'meeting place' within *There* for my classroom session. I sent an email to the technical support

explaining my research and what I was attempting to do. I received a reply the next day and a conference call was set up for two days later.

I spoke with someone from Customer Relations who listened intently. She explained that there was no location in 'There' that I could set up a classroom area from which the participants would be isolated and not able to access the other areas within the virtual world. She explained to me that Makena (the creators of There) and a University in the U.S. had recently developed and designed a world with the functionality and other issues that I had described in my email and on the phone. She explained that it was expensive (she did not want to say how much) extremely work intensive and it would not be an option to make customised areas for all those that might request it. She asked me if I had a budget for the work. I explained that at present it was purely a research project though it would be something that I would like to pursue as a practical possibility in the future. She promised to speak with the Director of Education for the project regarding my research to find out if they would be willing to 'share' their results with me. I did not pursue this avenue further as I did not feel it would be of benefit to my research.

I decided to investigate the possibility of developing something myself within 'There'. I would 'rent' a clubhouse and develop a few artefacts that the students would use for the instruction that I would develop. In order for the students to have avatars, I registered 10 different email addresses in order to use as registration information. Prior

to registering I investigated how easy it would be to develop artefacts for the exercise. The development of the artefacts required the use of programming 'toolkits'. Any item made would then require submission for review to ensure their suitability and compliance. The process of submission also required a fee. It was at this point that I decided that the virtual world was no longer an option and looked into other various online games that allowed customisation.

The first game I investigated was *Missionmaker*. It seemed interesting and easy to use, however on further investigation I realised that the cost would be a barrier, so I decided to make a phone call to investigate the possibility of reduced cost for a researcher. I spoke with the Head of Customer Services. She explained that the cost was already reduced due to the fact that the software had been developed through the use of government funds. I explained that I was an educator in Canada. She suggested that I send an email with my information to 'see what she could do.' At this point I decided that this was no longer an option. I declined to go further because I did not believe that a teacher would actually go to the lengths that I had in order to incorporate this technology into their classroom practice and this in itself could be perceived as an obstacle to technology incorporation into the Citizenship Education classroom.

I believed that any option that I decided on would have to be straightforward to gain access to and also easy to implement in order to give a 'true' reflection of classroom educators who have no real incentive to ensuring the incorporation of technology into

the classroom. I was driven to continue the process in order to complete my research; I had an incentive and therefore was motivated.

Journal entry:

'...I know that there are not many teachers, well not in the school I'm at anyway that would call the UK just to see if they could use some sort of new software! I know that is not realistic at all...' (November 2009 entry)

I began to investigate the use of 'Scratch' that is a free gaming software, which was relatively easy to use. However, I felt instinctively that the lesson would become about developing familiarity with the software and not the development of Citizenship Education skills or collaboration, as each student would have to develop their own game individually.

A Computer Information Systems professor from a University in North America introduced me to Twiddla, as a possible technology tool that could not only be used collaboratively, but was also easy to use. There was also a possibility that I could then incorporate my own instructional design into the classroom session. I registered to investigate its functionality and whether it fulfilled the seven criteria as shown in table 5-1 and I decided it was the best option.

The next step was to develop the instructional exercise for the technology. Due to the experience of Activity 2, I wanted to ensure that the exercise was collaborative and helped the students develop ideas and concepts together that explored Citizenship Education. I reflected on the exercise in Activity 1. Activity 1 involved an interactive role-play exercise in which small groups of students were designated a role in a role-play scenario. The small groups of students needed to collaborate to form a consensus on what aspects of citizenship were important for their country, then had to present their discussion and choose a citizen (which had been two other small groups of students that had chosen traits for their 'citizen role'). I felt that the students in Activity 1 had explored the different aspects of Citizenship Education and had done so with their own meanings and understanding of the subject. I therefore decided to use the same concept that was used in Activity 1 for the instructional design.

I also had to consider how this could manifest itself whilst still utilising the technology. I decided that an 'image-based' approach would be appropriate - that is using images to represent the variety of themes and concepts that had been revealed in Activity 1. For example, students in Activity 1 had discussed the importance of health in a country, so I used an image of a hospital. Violence was also discussed so this was represented by the image of the police as law enforcement. The catalogue of images used and the actual instruction worksheet can be viewed in figure 5-1. The following section will describe the classroom session in which the students were involved.

5.4.2 Activity 3 - Classroom Implementation

The task that the students were required to complete in Activity 3 was based on the Citizenship Education interactive role-play that was developed for Activity 1, however in Activity 3 it was delivered through a medium of technology; Twiddla. A full description of the implementation of Activity 3 will be provided in this section. Students had to work with a partner via the Twiddla workspace to ‘create’ a ‘country’ and archetypes of citizens for their country; what would be the attributes, professions and outlook of their citizens? What would their country ‘look’ like? What types of industries would their country have? The students had to collaborate with each other to gain a consensus and then use images and descriptions to present it on their virtual canvas. The research objective of the task was to observe the collaboration and interaction between the students and how the use of technology affected this interaction. The main learning objective for the students was for them to think critically about issues of citizenship and to understand that there can be differing perspectives regarding citizenship.

The instructional design was incorporated into the technology by using an ‘image based approach’ to the instructional design which would allow for students to engage in collaborative activities. Images were selected that the students would use to represent their choices and description of the country that they developed; these are shown in figure 5-2. These images were based on the responses given by the student participants in Activity 1 regarding Citizenship Education.

Virtual Collaborative Citizenship Education Session

- Students will be paired and each given a website and password.
- Each pair of students will be a 'role' in the role play.

The role play is as follows:

There is a world with three countries, Wyndor, Fortonia and Himania. Each country will be designed by two students together via the virtual internet based website. Each country must be 'built' and citizens 'created' taking into account what you feel will create a good and prosperous country for your citizens.

One pair of students will be a 'citizen' trying to immigrate into either Wyndor, Fortonia or Himania. They have to create a citizen that would be desirable to any of the countries.

At the end of the session the countries can choose one of the two citizens to immigrate that they feel best reflects the citizens that they have created in their own country.

- In the 'images' section of the online canvas are a collection of images (see attached print out). You must choose one of the landscapes by clicking on the image and dragging it to the main white workspace. You must give a reason for your choice.
- Again there are images of 'buildings' you can choose a maximum of 5 organisations that you feel are most important for your world. Again by dragging and dropping them into the workspace. You must give a reason for your choice.
- Please choose two of the most of the important services that you feel your citizens need with reasons.
- Finally the images of the people. Choose the types of citizens from the images. You may give additional information e.g. age, marital status etc. Choose attributes from the list of attributes from the attached sheet and give reasons for your choice.

Figure 5-1: Student instructions and role-play scenario

5 separate canvases or workspaces were registered prior to the lesson, each with separate logins and passwords for the five pairs of students. Images, instructions, citizen attributes selection and other categories were uploaded onto each workspace in preparation for the lesson. The images were a mixture of photos and drawings and were representations of concepts and ideas. It was the students' decision to add meaning and value to the choice of image they selected and this was integral to ensuring that the learning experience was student-driven.

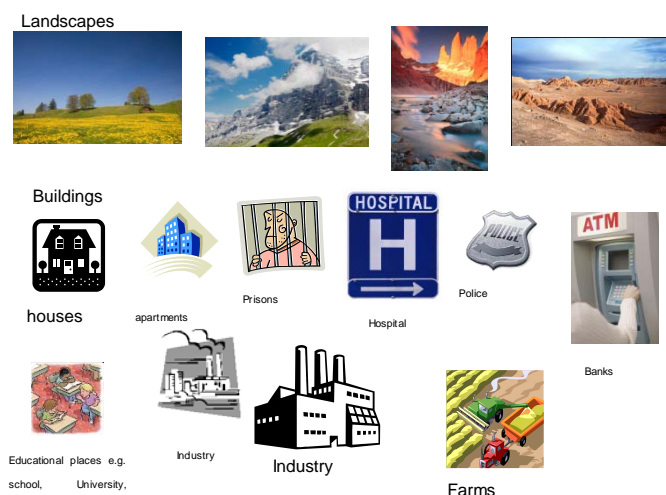


Figure 5-2: Some images used in the Activity 3 exercise.

During the classroom session each individual student worked on a separate desktop computer and two students were given the specific logins and passwords to one of the five workspaces on Twiddla. This online-paired collaborative part of the class lasted 45 minutes. At the end of this time each set of students were 'invited' to join and view the workspaces of the 'country', whilst the 'developers' of that country explained the reasons for their choices of images they had selected to create their country. Significant topics that the students paid particular attention to or discussed in depth were recorded. These had the potential to be used as the basis for topics that could be explored in greater detail in subsequent class time as part of the Citizenship Education curriculum.

The students were divided into five pairs. Each pair was designated a 'role' in the role-play; three pairs of students represented three different countries, whilst the other two

pairs were citizen 1 and citizen 2. The idea of the role-play game was that each student pair had to develop their own country and the attributes, skills and traits of their citizens within that country. Citizens 1 and 2 had to decide on their attributes, skills and traits. At the end of the exercise the citizen that best reflected the citizens of a particular country was granted access to that country. This exercise was carried out using an online collaborative technology as a means of engaging the students with the process and transforming the classroom session from being a role-play task into an innovative use of technology to engage the students. This technology and how it was selected was described in detail in section 5.4.1. The student instructions and role-play scenario were given to each pair of students and is shown in figure 5-1. This role-play was adapted from the interactive role-play that I designed in Activity 1, so that it could be used in the collaborative learning environment in Activity 3.

The exercise required collaboration between the students within their pairs and the students were required to give a presentation regarding their decisions at the end of the classroom session. Issues regarding the subject matter that became a significant focus of discussion were chosen for deeper exploration as Citizenship Education themes. I also felt it necessary to incorporate the themes generated from Activity 1 into the instructional design, as a means of creating cohesiveness within the research process. I achieved this by using terms and concepts from the responses from the student participants in Activity 1, for example the descriptions of desired 'citizen traits' for the citizens of their countries, health issues and types of professions and jobs that were

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discussed in Activity 1 (see section 4.5). This information was distributed to each pair of student participants for them to consider and then select.

Citizens' Traits – You can only choose 3 traits from each of the categories.

Personal attributes	Physical attributes	Emotional attributes	Attitudes
Brave	Athletic	Honest	Proud of their appearance
Trustworthy	Good looking	Helpful	Respectful
Intelligent	Not short	Kind	Socially aware
Responsible	Strong	Nice	Votes
Creative	Other - describe	Generous	Humanitarian
Friendly		loving	Proud
Hard-worker		Caring	Other – describe
Leader		Charitable	
Skilful		Other -describe	
Self-disciplined			
Diligent			
Other - describe			

Choose two health issues that could prevent someone from coming to your country.

Health
Diabetes
Obesity
Genetic disorder
Terminal illness
Visual problems
Heart disease
Physical disability

Jobs – You can only choose 5 of the most important jobs for your country

Plumber	Dentist
Lawyer	Dentist assistant
Nurse	Pharmacist
Electrician	Mechanic
Construction worker	Engineer
Teacher	Hairdresser
Accountant	Financial advisor
Nursery nurse	Bank clerk
Housewife/househusband	Other - describe
University professor	
Clerical	

Figure 5-3: Citizens' traits, health issues and jobs from discussions in Activity 1 used in exercise in Activity 3.

The session began with an explanation of the purpose of the lesson in terms of attempting to teach civics education (term used in Ontario to describe Citizenship

Education) (see Section 2.3.5) using technology and that the information gathered would be presented in a research thesis.

The reaction of the students to this initial introduction was amusing. One male student asked with a grin on his face whether his name would be mentioned in the final report. I answered that it would not. He responded disappointingly that it was a pity because he thought he would be 'famous'. This brought giggles and laughter amongst the rest of the group. I promised that I would mention them in my acknowledgements as a collective group, but not individually due to ethical issues (ethical issues have been discussed in section 3.5.3), which seemed to please them all.

Once it was established that the students were willing participants each of the 10 students was placed at a computer terminal and they were then paired, so there were 5 paired groups. Each student pair was then given a log in and password to the *Twiddla* workspace that I had set up and uploaded the images, described in section 5.3. One female student had problems accessing the workspace, while I was attending to this problem; two students within a pair began to 'experiment' with the functionality of the workspace. They actually 'created' a game. The female student in the pair was 'painting' her workspace; her counterpart had to erase the paint faster than she could paint the workspace. They were having a lot of fun, teasing each other about who was winning and who was losing. At the same time, another group discovered the messaging function of the workspace and they were sending each other typed messages using the

instant chat space. Two other groups had discovered the fact that the images that were on their screens could be 'dragged and dropped' into the workspace and that this was viewed on their partner's screen also. Unfortunately, the students I was trying to help were getting frustrated. They made comments of "Why isn't ours working?" and "I want to try it out". One of the students in the pair stood up and walked over to a student whose terminal was working to get a glimpse of what they were doing.

The problem was eventually rectified by going through the registration process again and uploading the images onto the workspace once more. Once this was completed, I explained the instructions of the 'game' (see Figure 5-1). On starting to explain the functionality of the workspace, the students interjected to explain the functionality for themselves, so for example the students that had discovered that you could drag and drop images started to explain how to do it, the students that had worked out how to use the art tools took the initiative to explain how to use that. Each group took it in turns to teach and explain the functionality to the rest of the class. They were systematic and eloquent in their instruction. The students stopped their presentations when they realised that they had explained everything that they knew and it was only at this point that they acknowledged my presence again.

At this point I again explained the objectives of the game, which was to create a country and types of citizens that would live in their country. The students were then instructed to 'create' their worlds remembering to work together in their pairs and give

explanations for their choices. While this was going on a female student raised her hand and asked, “Why are we doing this?” I explained again that it was a way of teaching civic education, which is a form of Citizenship Education. She became silent, but her facial expressions indicated that she was still unsure. I asked her if she understood what she was doing. She explained that she did but she did not understand the reason for the teaching exercise, she responded with “We could just read a text book.” I then asked “But don’t you think this is more interesting?” She replied that she did, but it was clear that she still did not ‘buy in’ to what was going on. Her male partner however stated immediately after her questioning that “I think this is great. I might use this at home to do my project. I could do it with my project partner.”

Another male student from a different group exclaimed, “This is so much fun, man” he had a smile on his face and was clearly enjoying himself. His female partner however, responded with “Concentrate on this, let’s get it done.”

Half way through the exercise a group ‘lost’ the work that they had done. I behaved in an extremely frustrated, annoyed and panicked way. My solution to the problem was to start again and upload the images. This would have been time consuming and would have resulted in this group not completing their work. The students however were methodical and rectified the situation themselves without any help from me. They realised that they had ‘lost’ their work because one of them had pressed the ‘back’ button on their computer. They then realised that only the person that had pressed the

Chapter 5: Gaming technologies and Combining technology in the Citizenship Education Classroom

back button had lost their work and the counterpart's workspace had not been cleared. They asked for permission to complete the exercise on only one computer and collaborated using the same terminal instead.

Citizenship Education learning objectives were observed through the dialogue that took place between the paired students as they deliberated over the creation of their countries. The dialogue that was witnessed during the exercise indicated that students were on task and engaged. They were thinking and reflecting on their decisions and their choices.

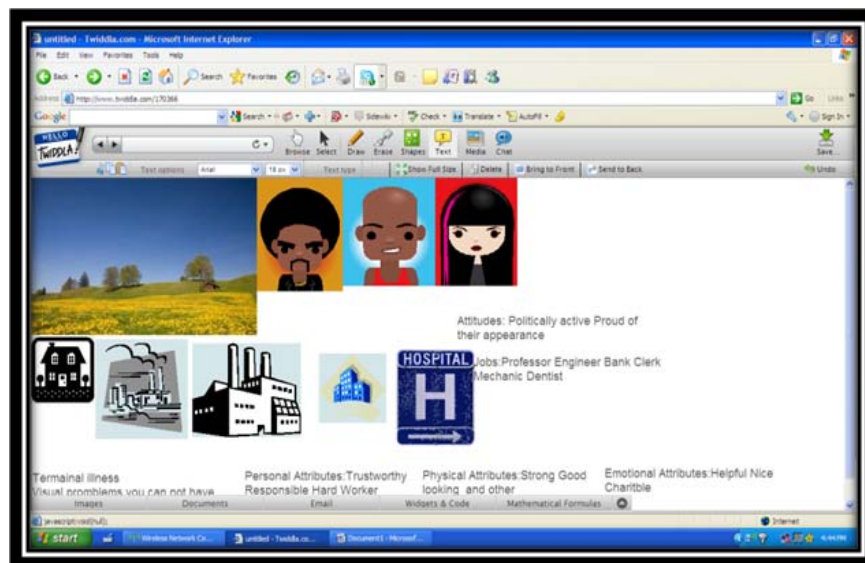


Figure 5-2: Example of student Twiddla workspace.

During the class session I observed conversations regarding the choice of land type for their country. A female student (S1) in the pair wanted to choose a mountainous terrain for their country; however her partner (S2) disagreed:

S2: “Think about it. If we have just mountains, how will we grow food? We’ll be cold all the time too!”

S1: “That doesn’t matter. Look how pretty it would be. *** (The city in which they live) is not pretty at all.”

At this point S2 asked me for my opinion. I suggested that both were valid points however they needed to decide which one was a priority. S1 conceded that food would be a better option at the ‘beginning’ of their country as it was “just starting up”, however she still felt that once it was properly established having a beautiful country would be important.

Another dialogue I witnessed between two students was regarding banks and the economy. The female student in the pair (S3) suggested that having banks in their country was really important. Her partner (S4) questioned this choice. S3 explained that, “Our country needs to have a strong economy so we can trade with other countries and people can have jobs and that sort of thing.” After a long pause S4 decided that this was an important point. This dialogue was interesting with regards to the starting knowledge base of the two students within the conversation. S3 was a Grade 12 student who was planning to become an accountant (graduating at the end of the school year). S4 however was in grade 10 and had not taken any accounting or economic classes at this point of his schooling. This was an example of how peer learning and of how learning from a student’s knowledge base and self-reflection can help the learning process.

Another dialogue that I observed between two paired students was regarding health. Each of the pairs of students had to choose from a list of possible health issues (see Figure 5-3) that could be present in their country. One student (S5) did not want to include terminal illnesses in their country, whilst the other student (S6) did.

S5: "Miss, do we have to have health issues?"

I asked the student if she felt it would be realistic not to have any health issues at all.

S5: "But I don't like death and stuff, it's too depressing."

S6: "It wouldn't be real life."

S5: "So, it's our country. If I could I'd not have people get sick at all."

I interjected that they had to choose two health issues from their list and give a reason for their choice.

S5: "O.K, I chose visual problems!"

S6: "I'm still putting down terminal illnesses."

S5: "What's wrong with you, you're so depressing!"

S6: "No actually. People have to die, if not our country will be overcrowded if people just kept having kids and then no one died."

A student from another pair who had been listening to the conversation interjected:

S4: "And you'd have too many old people around and you'd have to look after them all."

After 45 minutes I told the students that it was time to conclude the exercise. There were exclamations of "No, not yet". "Miss, give us 15 more minutes, please". The

students were intent on what they were doing. They appeared engaged and focused on the task; heads were focused on their computer screens, there was no idle chatter, the only talking was between the group partners and the conversation witnessed was focused on the present work being completed. I therefore decided to give them more time as this would still leave enough time for the remaining activities I had planned.

After a further 20 minutes I asked the students to 'finish up' and each group was asked to take a 'screen shot' of their completed workspaces. The groups of students were then asked to present the countries that they had created to the whole group presenting the reasons for the choices of images that they had made.

I asked students to present the countries that they had created. One of the students began by presenting the fact that they only wanted 'black people' in their country. This idea was challenged by a student in another group, who explained that they had chosen 'people of different races'. She explained, "Everyone should live together". Another student commented, "You don't want to go back to segregation times again do you?" The male student decided without further prompting to add an image of a non-black female to their workspace.

The students discussed their need for hospitals and good health care for the citizens within their country, one student commenting, "Not like the States, that's hard you have to pay for everything. My family over there are jealous of us in Canada because we get help with health."

At the end of the presentations a female student concluded that she had “enjoyed learning from other people and getting ideas from them.” Some of the students complained that they did not have enough time for the exercise or to discuss their ideas further. I had also noted time constraints as an issue in my observational notes. I believe that Citizenship Education learning had occurred in Activity 3 through the exercise, dialogue and discussions that the students took part in. The students asked themselves questions about what was important for their country’s prosperity and the types of citizen attributes that were also of benefit. The students were able to construct their own understandings of Citizenship Education and were able to collectively agree on key issues of citizenship, because the game was student centred.

I held a ‘follow-up’ session two weeks after the classroom session to explore the students’ perspectives of using technology in the Citizenship Education classroom. At the beginning of the session the students were given the opportunity to reflect on the classroom session. They openly expressed their disappointment at not being able to choose their citizens. I felt that this would be a great opportunity to begin the discussions. One of the students stated that they would have chosen citizen 1. I asked the reason for this choice and she explained that “The characteristics that they chose for their citizen was close to our country’s citizens and they had the skill, I think it was an engineer because we thought that would be good to help build things and stuff for our country.”

Upon reflection I realise the significance of the time restraints. I should have allocated more time to the choosing of the citizens during the original classroom session or organised a follow-up classroom session for the next day if it had been feasible. Further insights into the students' constructs of citizenship would have been obtained if they had been given the opportunity to find their own images and citizens' attributes, rather than pre-selected images. This would have allowed for greater diversity of perceptions and greater discussion and critical reflection opportunities.

I began to proceed with the objective of the follow-up session by asking the students what they thought about learning like this. Their immediate reactions were 'fun, interesting and entertaining.' Two of the students who had taken part in Activity 2, claimed that they thought that this session was more fun and educational than the session in Activity 2. The reason for this belief was questioned further. One of the students explained, "We just had to do a game the last time. This time we worked together and it was better." The second student agreed, "Yeah, Miss the games were okay but this really was better." These students were female.

The students were then asked what they enjoyed about the session:

"I'd rather do this than have people, teachers tell me what to do. I mean we were able to kinda do stuff ourselves and work things out together."

What do you mean by 'do stuff ourselves and work things out together'?

"I mean that we could make our own choices in the game about the things we wanted."

Another student interjected with, "It was also visual and practical because we were learning by actually doing something."

The next question to follow was what do you think about teachers doing things like this in your classrooms? "Students will learn more because you're not always just looking at a text book, it's like you're making your own textbooks." The student was explaining that this type of learning would be more relevant and current at all times. "Also Miss, things are changing everyday which isn't able to be put into the textbook. You get to know only one person's idea from the textbook." Another student explained that, "You get to play and be more involved and be able to ask more questions." She believed that the session allowed students to be able to generate their own questions in relation to their personal interests and inquiry.

A third participant explained that, "Students would probably come to school every day because you'd be involved." This statement can be placed in the context of the difficulties experienced by this particular student with regards to consistent school attendance, which she had explained as being the 'irrelevance' of many school subjects to everyday life.

Another student redirected the conversation back towards the session experience,

“I liked it because you get to learn from different perspectives, from the teacher’s, the other students’ and I can question things.” This initiated a response from a student that had not yet voiced an opinion, “Miss, I liked and enjoyed it, making decisions, learning from other people.”

A male student who had also been listening intently to the discussion but had said nothing up to this point, “I think though Miss that it is only for some classes like business classes and only for some students because not all students want to learn like this.” One of the female students that had been part of Activity 2 suggested,

“Maybe you could have like normal way of teaching, like with a text book and for other students they could learn like this.”

This resulted in other suggestions for the use of the technology by other students in the group:

“Also I liked the communication part, you know you don’t have to be in the same room or place but you can still work with another student. It would be great for group work.”

“Yeah and help like if I’m at volleyball practice and don’t get home ‘til 8 and then I could still work on my project with my partner and not have to wait until school the next day.”

At this point it became obvious that the students had exhausted their ideas and discussion because there was silence and some participants began to start

conversations with each other. The students were asked if there were any other aspects or things that they would like to discuss or include, the response was that there was not, except from one male student that exclaimed with a mischievous grin, “I liked my world man, the one I made.” The following section will present the ‘reflect’ stage of Cycle 2,

5.5 The Reflect Stage of Cycle 2

The reflect stage of Cycle 2 involves the review of the initial report of Activity 3 with three of the students that had taken part. This process supports the concept of students as researchers and the inclusion of young people in every aspect of the research process, as described in sections 2.5, 3.5.1 and 3.5.2. This is followed by a reflection of Activity 3 in light of the findings from Cycle 1 and the literature.

5.5.1 Student Review of the Report

After completing the classroom session, I reviewed my observational notes from the classroom session, the student workspaces that they had worked on during the session and the points of discussion. From analysis of these I prepared a draft copy of the classroom session experience and discussion. I wanted to continue to have the student voice within the research process. A week after the classroom session, the opportunity presented itself for me to meet with 3 out of the 10 students that had taken part in Activity 3, so they could review my writing. These three students were girls, two of whom were in their final year at high school (grade 12) and the third was in grade 11.

This meeting was conducted in an informal way at the school in my classroom and I began by asking the students if they would be interested in reading my draft copy of the classroom session. I was holding the pages of my draft in my hand and had motioned to hand the copy of my draft to the girls. They looked at me in surprise at the proposition, however I was also surprised at their reactions. I asked them the reason for their response. One of the students explained that “Miss, we can’t read all that! It’s too long!” (S1) I tried to convince them that it actually was not as long as they thought; by explaining that it was only a few pages, at this suggestion, one of the girls provided a counter offer of “Miss, why don’t you just read it to us.” (S2)

I felt that this was reasonable so we sat around a desk in the classroom. Before I started, I decided to explain my research area again and how the work that we had carried out together in the classroom session would be used and my hopes that it would someday help teachers use these types of approaches in the classroom, to which the third student (S3) who had not yet spoken stated, “That would be nice ‘cos some teachers are just so boring.”

I began to read my work, as I continued into the second paragraph; I looked up to see all three students giggling at me! I asked them what was wrong and they all started to laugh, “Miss that’s too complicated” (S1), “We’re not as intelligent as you, Miss, we can’t listen to you read all that!” (S2). At this point, I was not too sure what to do next. I

really wanted the students' feedback and really wanted them to be a part of the research process, so I suggested that I should just summarise the main points. They all nodded in agreement.

The point at which I started to describe the technical problems, S1 exclaimed, "That was me, which was my problem not sure what went wrong there?" S3 interjected "We had problems too but [name of partner] sorted it out. He really enjoyed it, didn't he Miss."

At the end of my summary S2 said "But Miss we also really learned from other people what they thought was important for their country" I asked her what she meant and she said, "We learnt about citizenship and what was important about what makes a country good and stuff." I was impressed by the inclusion of this element, because it demonstrated that Citizenship Education learning had been involved in the classroom session. S3 said "Miss it was great to do. I think that more teachers need to do this type of thing. The teachers we have just teach the same way all the time, like use slides that we have to copy off."

S1 "I know even the new teachers, you'd think that they'd be more interesting and try new things like this, but they don't really, look at Mr. [teacher's name], he's new but so boring. I don't like him teaching math."

I asked the students if there was anything else they would like to add, S2 explained, “Miss I think the only thing missing was not really going into like the citizen choices and that type of thing. I’d have liked to do more of that like in other classes afterwards”

At this point the bell for the end of school rang and the students left the room. I completed writing my field notes on the discussion and added their points to these.

This experience with regards to students as researchers highlighted the idea of adult-student relationships within the research process and how students often feel ‘inadequate’ in comparison to an adult, even in a situation in which they were familiar and comfortable with the adult, in this case myself (I had known the students and worked with these 3 students for over 3 years). The following section will present a reflection on the ‘act & observe’ stage of Activity 3.

5.5.2 Reflection on Cycle 2

This section presents a reflection on the findings from Cycle 1 and 2 with reference to the literature. The reflections will focus on the differences and similarities of the two cycles with regards to Citizenship Education, student engagement and technology.

The results suggest that incorporating technology into the Citizenship Education classroom is not a straightforward process. There are a range of factors, which need to be considered, such as accessibility to the technology and the pedagogical implications.

They indicate that pedagogy is the most important aspect with regards to technology use rather than the technology itself.

The pedagogical concern was highlighted by comparing the difference between the directly observed levels of student engagement between the cohort of students in Activities 2 and 3. The literature indicates that the use of gaming requires additional instructional support for teachers (Robertson & Howells 2008), however the findings suggest the additional notion that technology which allows in class collaboration could be even more beneficial. The uses of games in Activity 2 did not facilitate interaction and collaboration between peers and the educator, whilst in Activity 3, the virtual workspace and instruction, facilitated interaction and collaboration which created a greater level of directly observed student engagement. Increased student engagement is linked to increased motivation to learn as discussed in section 2.4.2.

The results indicate that technology can help in the learning process by facilitating peer to peer interaction and collaboration, in addition the results also indicate that technology can support critical self reflection as discussed in section 2.6 (Williamson 2003; Kirriemuir & McFarlane 2004), which is a component of transformative learning as observed in Activity 3 during discussions between student peers as they deliberated over their 'countries' and their citizen's attributes and traits. The learning process in Activity 3 was student-centred and began from their personal ideas, beliefs and understandings which were challenged by other peers so reflection was witnessed. This

observation was also apparent in Activity 1 Cycle 1 during the consultation sessions and supports the notion that pedagogical approaches that allow student voice are engaging for students within the Citizenship Education classroom (see sections 2.4.2 and 2.5.1).

The results build on the knowledge that technology is engaging as discussed in section 2.6, however the engagement encountered varies between individual students (Mehrabian & Wixen 1986; Yates & Littleton 1999, Bryce & Rutter 2003), for example in Activity 2, a disengaged student asked for the website for one of the games so he could continue playing it home. However, in Activity 3 a female student was unable to link the use of the online collaborative tool and Citizenship Education, whilst the other students were engaged and actively involved in creating their 'countries'. This also indicates that it cannot be assumed that all young people understand the relevance of technology use in subject areas such as Citizenship Education. It also suggests that students need clear learning objectives and understanding of the educational purpose for using technology.

The results from the context of the AR cycles; in particularly Activities 2 and 3 suggest that with regards to the educator and the factors associated with using technology in the Citizenship Education classroom, the two main factors are institutional obstacles and the pedagogical concerns of using technology in the Citizenship Education classroom (section 2.5, 4.7 and 4.9). The institutional obstacles that were encountered with Activities 2 and 3 were directly related to the implementation of the technology in the Citizenship Education classroom. The process of investigating appropriate technologies which could be accessed and utilised within the school classroom was

time-consuming and frustrating for the educator (see sections 4.8 and 5.4.1). These issues could act as a barrier, especially for those teachers that may not be technologically confident as discussed in section 2.6 (Ward & Parr 2010).

5.6 Conclusion

The findings from Cycle 2 Activity 3 support the notion that technology use within the Citizenship Education is an engaging tool; however the engagement observed was not due to the technology use itself but the collaboration and interconnectivity that it affords the students using it. This observation is supported by work with Luckin et al (2012) who highlight the need for technology to be used in a variety of innovative ways involving collaboration and networked communication. It also demonstrated that student voice can be combined with technology but using a task that allows for student exploration and deliberation regarding Citizenship Education. The findings from each AR cycle are presented and discussed in greater detail in chapter 6 in light of current research in the areas of pedagogy, student engagement, technology and Citizenship Education. It describes how each set of results relate and inform each other.

Chapter 6 Discussion of Results

6.1 Introduction

Chapter 6 provides a discussion of research findings reported in chapters 4 and 5 regarding the research question; how can student voice and technology be used in the engagement of students in the subject area of Citizenship Education in the classroom? The literature points to the need for innovative approaches to the teaching and learning of Citizenship Education in the classroom. This research contributes to the literature regarding how this can be achieved in practice within the classroom.

Cycle 1 Activity 1 of the action research (AR) design investigated how ***student voice*** could be used to engage students in Citizenship Education, as discussed in section 3.7.2. This resulted in the need to explore sub-questions related to the nature of the curriculum, young people's perspectives of citizenship and citizenship pedagogy. Cycle 1 Activity 2 of the AR design investigated how ***technology*** could be used to engage students in the Citizenship Education classroom? There was also a need to explore related sub-questions; what are the factors an educator needs to consider when using technology in the Citizenship Education classroom? What are the students' perspectives on using technology in the Citizenship Education classroom? How can technology be used to facilitate the learning process within the Citizenship Education classroom?

Cycle 2 Activity 3 focused on using technology as a medium through which student voice could be incorporated into the Citizenship Education classroom. It was designed using the findings from Cycle 1 and the literature as the basis for the investigation.

Section 6.1 discusses how the findings relate to the students' understandings of citizenship and the Citizenship Education curriculum. The discussion involves a comparison of young people's perspectives of citizenship in relation to the literature on Citizenship Education. It argues the fact that young people are able to articulate their understandings within the current constructs of citizenship, which focus on citizenship as status and are based on liberal, communitarian and republican political theories as discussed in section 2.2.1 and that by gaining this understanding educators will be able to engage young people in Citizenship Education as a subject.

Section 6.2 explores the findings in relation to student voice and technology as pedagogical tools within the Citizenship Education classroom. The potential of student voice and technology to engage young people in the classroom is well-documented (section 2.6), however their effective implementation within the classroom is complex and the contribution of the research to understanding this transformative pedagogy is explored.

Section 6.3 presents a broader interpretation of the findings and discusses the development of a Critical Citizenship Education framework, based on the reflections

from my research journey and its congruency with critical pedagogy, the findings from the AR project and the literature on Citizenship Education, student voice and technology.

6.2 Understandings of citizenship and the Citizenship Education curriculum

This section will discuss how the findings demonstrate that young people's understanding of citizenship fit into the current constructs of citizenship. It will build on the idea from the literature that current constructs of citizenship are exclusionary to young people which translates into disaffection of political life and society in general (Conover et al 1991; Lister et al 2003; Smith et al 2005; Selwyn 2007; Lewis 2009). The subsequent sub-section will discuss the possibilities and opportunities that exist for students to perform and experience new 'citizen' roles within Citizenship Education curriculum which were demonstrated through the findings from this research.

6.2.1 Young people's Understandings of Citizenship

Young people are capable citizens within their own rights, as current citizens and not 'citizens in waiting' (Osler and Starkey 2003, Osler and Starkey 2006, Osler and Starkey 2009, Larkin 2009) and the research in this thesis suggests that they are able to discern positive contributory behaviours and understandings of citizenship currently as young people (Finding 1). It is therefore essential that teaching and learning within the Citizenship Education classroom starts from this position (Supple 1998: 19), building on their understandings, rather than on the notion that because they are young people they have no understandings of or engagement with citizenship issues and so are unable

to make a contribution to the politics of citizenship or the practice of citizenship (Sections 4.4.2 and 4.5.3).

Their understandings of the concepts of citizenship were exhibited throughout the two action research cycles and the different roles that they assumed during the research. This was demonstrated in Activity 1 as they were able to articulate how they could practice and demonstrate citizenship within the context of their own lives as young people, through the preparatory exercise and the consultation sessions (see sections 4.4.1 and 4.5.1). In addition the co-facilitators demonstrated their ability to effectively assume a variety of citizenship roles when given the opportunity. The results from the research further highlighted the limitations that the current constructs of citizenship place on young people. This was indicated in the differences between their responses in the preparatory exercise (perspective of citizenship as a young person) and the consultation sessions (perspective of citizenship as an adult). The differences in perspectives encompassed the 'acts' of citizenship that they were able to exhibit. As young people citizenship revolved around obeying authority and volunteerism, however whilst playing the role of an adult in the consultation sessions, they could vote, pay taxes and even keep healthy so as not to be a burden on the healthcare system (see Section 4.5.1).

The idea that current aspects of citizenship can be exclusionary to young people is the position that some researchers (Selwyn 2007; Lawry & Biesta 2006) use as demonstrating support for the need to re-conceptualise citizenship from its current

‘traditional’ view to accommodate young people’s conceptions of citizenship. The traditional view of citizenship (as discussed in section 2.2.1) is based on the political theories of communitarianism, liberalism and republicanism which place greater value on certain forms of citizenship; for example, being able to pay taxes as a form of financial support is viewed as more of a contribution to society than volunteerism (Smith et al 2005). There is research that is beginning to show that the ‘deficit model’ of young people’s civic and citizenship is misleading, and that young people do exhibit citizenship behaviours but in different forms such as increased volunteerism, charitable donations and individualised social activism, for example becoming vegetarian and signing of online petitions for global social causes (Stolle & Cruz 2005). The ‘personal is political’ and everyday activities can allow for the demonstration of political action for young people (Roker et al. 1999; Selwyn 2007; Lawry & Biesta 2006).

It is important to support young people as current citizens, and developing new constructs of citizenship allows for their inclusion as contributory citizens in society. This statement is supported by changes that are occurring in society in general, in which citizenship is becoming a more fluid and dynamic concept (Conover et al. 1991; Lewis 2009, Lawry & Biesta 2006) and the interpretive ecological framework presented in section 3.3, indicates that consideration needs to be made for chronological changes that occur in each layer and to elements within each layer that influence Citizenship Education as a classroom subject. A glimpse of the potential impact that changes to the constructs of citizenship could have on the Citizenship Education curriculum are discussed in the next section.

6.2.2 Citizenship Education curriculum

New inclusive constructs of citizenship have the potential to make the Citizenship Education curriculum and classroom more relevant to young people (Smith et al 2005). The desired outcome to this inclusion of young people as current citizens would be that they feel valued members of society and would be more inclined to display positive contributory behaviours outside of the classroom; they would be 'good' citizens (Finding 2).

My study showed differences with regard to the articulation of the concept of citizenship between the younger elementary student participants (ages 13 to 14) in the consultation session and the older co-facilitator high school students (ages 15 to 18). The younger students' discussions with regard to citizenship were more straightforward. For example in the discussion of health, the students seemed to assume the automatic ability of a person to 'be healthy', with responses such as not being overweight or for example the idea that an adult would be able to pay taxes, because they would automatically have a job. They did not seem to consider the possibility of unemployment. It was just assumed that because a person is an adult they would have a job, just as a child would not have one because they are not permitted.

The difference in perspectives of the co-facilitators was witnessed in the debrief sessions after the consultation sessions. During these debrief sessions some co-facilitators voiced their disbelief that the 'kids' thought 'life' was so simple, "What if you can't get a job" (excerpt from student co-facilitator section 4.5.3) was a remark made by

a co-facilitator on the topic of employment. They demonstrated the understanding that just because you are an adult, it does not necessarily entitle you to employment (see section 4.5.3 and Lister et al 2003, Smith et al 2005).

This provides some evidence that the understanding of citizenship and in turn Citizenship Education evolves over time and maturity (Finding 3). Young people's understandings of Citizenship and how it changes over time seems to be a complex interplay between maturation, function, culture and context (see sections 3.3 and 4.5) (Sherrod 2008, Ruck et al. 1998). This is also supported in the findings of a Department of Education report by Keating et al. (2011: 45), which highlighted:

Background variables also played a notable role (especially home literacy resources), and more importantly, so too did the citizenship attitudes, intentions, and efficacy levels that the cohort had formed in previous years.

The elementary school students' responses and discussions suggested that the ability of an adult to contribute as a citizen in society 'just happened' whilst the high school students could understand that other factors could often prevent an adult from contributing to their society in the current constructs of citizenship. In Ontario Citizenship Education as a discrete subject area is only provided in grade 10, though aspects of citizenship and character education are disseminated through the grades as an interdisciplinary approach (Richardson and Abbotts 2009, Sperling and Lawrence 2010), however the results suggest that young people's exploration of Citizenship Education as a discrete subject in different grades could be a beneficial approach to

allow for continued exploration of concepts of citizenship and reflective practices for the students involved. The following section discusses the use of student voice and technology as pedagogical tools within the Citizenship Education classroom (Finding 2).

6.3 Citizenship Education Practice

As argued in sections 2.4.1 and 2.4.2 Citizenship Education pedagogy requires constructivist and transformative pedagogies in order to make it engaging for young people. These engaging pedagogies can manifest in different ways within the Citizenship Education classroom, however student voice and technology have been cited as two potential tools which are constructivist and transformative in nature (section 2.5.1, 2.6 and 2.6.2). Young people need to experience democratic practices in their current lives so that they are more likely to be involved in similar behaviour once they leave the education system (section 2.5.1)(Rudduck 2003; Osler & Starkey 2006; Covell et al 2008). Section 6.3.1 provides a discussion, with a reflection on the literature, on how student voice was used in the research as an engaging pedagogical tool. Section 6.3.2 discusses the different approaches to technology integration within the research study. It provides a reflection on the positive and negative aspects encountered and how the findings relate to the literature on technology use in education in general and the Citizenship Education classroom specifically.

6.3.1 Student Voice as a pedagogical tool

The premise of including student voice within the Citizenship Education classroom is based on the idea of giving young people a lived experience of democratic processes. The research supports focusing on the inclusion of student voice as a pedagogical tool within the Citizenship Education classroom (Finding 3). It facilitates the exploration of deep and sensitive issues by students. It has been documented that Canadian youth are becoming increasingly frustrated because they feel unable to influence decision makers (O'Neill 2004). Active engagement with student voice can provide young people with an element of control within one aspect of their lives; their education. This premise builds on my ontological position of a critical pedagogy; the liberation and transformation of those that do not have power within current educational structures. My belief in a critical pedagogical approach affected how I carried out my role as the researcher and educator within my research.

In Activity 3, I worked in collaboration with the students and the students worked together, which was demonstrated in problem solving the technical problems encountered in the classroom session, and the deliberations between students as they completed the Citizenship Education class as described in section 5.4. It was apparent during the classroom session, that the students enjoyed being involved in helping fellow classmates that were encountering difficulties. They appeared empowered by the fact that they were able to solve how to use the technology without instruction. This was also witnessed during the incident in which one of the group's work was erased and they were able to solve the issue themselves. It was observed that the students were

‘proud’ to inform me that they had solved the problem and one of the male students repeated to mention this ‘success’ in the subsequent discussion at the end of the class. This demonstrated the active participation of the students within the learning process and the social collaboration of the students in terms of the learning Citizenship Education concepts.

I worked as a facilitator rather than an authoritative teacher during the classroom session explaining the role-play exercise, the objectives, helping the students discuss their ideas, and helping them connect these ideas to Citizenship Education. I acted as a guide for the development of their ideas and concepts with regards to Citizenship Education, which is based on a transformative learning approach. My critical pedagogical approach provided through students as researchers, allowed student voice to emerge throughout all aspects of the research. The high school students working as co-facilitators provided an opportunity for transformative learning. The process of the student as researcher’s experience through their roles as co-facilitators, provided them with situations in which they were involved in peer-to-peer interactions, collaborative inquiry, opportunities to problem solve and the need to think critically when making decisions.

The high school students were involved in a learning experience within their school but outside of the classroom set-up. The high school co-facilitators’ experience within Activity 1 demonstrated the essence of student voice, which allowed young people within an education system to gain first-hand experiences of democratic processes

within the school environment, so that they are able to feel more engaged in school and as a result motivated to learn, as discussed in section 2.5.

The high school students, who acted as co-facilitators in the research in Activity 1, experienced a variety of citizen roles. The first experience as a researcher was described by the high school students during the co-facilitator debrief after each consultation session, and was based on the articulation of the students regarding their perceptions of the practical aspects of the experience, such as note-taking, listening to and observing the elementary students, and identification of key issues that were being discussed (Section 4.5.3). The students' roles as co-facilitators, provided them with some of the responsibilities of a teacher. They were involved in ensuring that the elementary students understood their tasks, kept on task, and were well behaved. The experience helped to develop some empathy in the co-facilitators for their teachers (Section 4.9) (Macbeath et al. 2003).

The final experience of a co-worker which the high school co-facilitators highlighted was a reciprocal experience for me, as their Program Leader, and these students. The more the students displayed responsibility and initiative, the more I treated them as a 'co-worker' which in turn resulted in them continuing to fulfil this role. My interpretations were based on the perspective of the conference in terms of the objectives of the programme that I ran and not on the research objectives (see section 4.3.2 and 4.3.3). In that sense I was reliant upon my high school students to be motivated, enthusiastic, and to use their initiative in order to make the event a success. This open display of

dependency, trust, and respect for the high school students empowered them and resulted in creating a more equal power balance, such that they began to behave like 'co-workers' and not just like students taking part in organising an event. So, even though the students did not 'set the research agenda', which is suggested as ensuring an equal distribution of power between the adult researcher and the student (Fielding 2002), the voluntary adoption of this co-worker role by the students provides evidence that respect and trust can contribute to equalising the power distribution.

In Activity 1 student voice was also included through using student participation in consultation sessions to develop topics for a Citizenship Education classroom (section 4.3, 4.4.2 and 4.5.2). In Activity 3 the student participants had some direction over the learning process and were included in reviewing and providing input to the written report describing the classroom session (section 5.5.1).

The results indicated that student voice in the Citizenship Education classroom allowed transformative learning to take place. The main components associated with transformative learning are interactions within the classroom, collaborative inquiry and critical thinking which includes dialogue and reflection as discussed in section 2.4.1. Student voice created an environment in which the young people felt empowered. This provided them with the opportunity for more control of their own learning experience. In Activity 1 the students' interactions with the adult were based on the adult acting as a facilitator, thus reducing the power differential which is often experienced by young people in the classroom as previously discussed. Furthermore, the research was also

supported by young people and introduced a dimension of peer-to-peer interaction between the elementary school students and the high school co-facilitators (section 4.4.2). The interaction was witnessed as the elementary students within their small activity groups worked together to form a consensus on a problem. There was also peer-to-peer interaction between the elementary students and the high school co-facilitators who performed the role of group moderator. Finally there was interaction that occurred between the elementary students and the University student (the responsible adult) within the consultations session.

Collaborative inquiry and critical thinking took place during the small activity groups as the elementary students deliberated and had to form a consensus regarding the end decision for their role. They were also able to reflect upon their decisions in light of the discussion with the other members in the group. Student voice occurred through the elementary school students leading the consultation session with regards to the interactive role-play exercise, and the high school students facilitating the small activity groups and the discussions in the consultation session. It was the elementary school students that directed the results, outcomes, topics, and discussions within the role play exercise.

In Activity 3 the importance of dialogue and reflection which are associated with critical pedagogy and transformative learning was encouraged by students collaborating in pairs to decide which images should be used to 'create' their countries and also the reasons for their choices. It was necessary for them to think critically regarding their

choices, for example, of citizen characteristics or their country's resources. This dialogue and reflection was witnessed between student pairs and during the presentation of their countries to the whole class. At the end of the classroom session the students were given the opportunity to discuss their choices as a whole class, which allowed reflection on their choices. It was also observed by a student who had been a participant in both Activity 2 and Activity 3 that she had enjoyed learning about different ideas being a citizen and what would make a country a good place to live, with the students in Activity 3. She had not felt that the experience was the same in Activity 2 (section 4.8). The students described that they had enjoyed 'working things out themselves.' This again highlights the importance of the interaction and collaborative inquiry that occurred in Activities 1 and 3. This can be attributed to the synchronistic nature of Twiddla. The collaborative effort was due to the students having to decide on images used and the narrative regarding the decisions that they had made. It gave them the opportunity to present their ideas from their individual perspectives, and then have a dialogue in order for a final decision to be made (Section 5.4.2 and 5.5.2). This resulted in critical self-reflection regarding their ideas and values. The learning environment created in Activities 1 and 3 support the ecological interpretive framework for the Citizenship Education classroom in which students are an integral part of the Citizenship Education classroom and should therefore be instrumental in creating the learning and teaching process within the classroom (Section 3.3).

Student voice as a pedagogical tool allows for this to occur by providing opportunities for student directed learning, which begins from the perspectives and understandings of

the student and helps with critical reflection of these perspectives, opinions and values (Finding 3). This supports the principles of a democratic classroom and the underpinning principles of Citizenship Education. The point that in Activity 2 (using online games) components of transformative learning were not witnessed, reinforces the notion that students need to be empowered within their learning environment so that student directed learning, critical thinking and reflection can occur. Pedagogies that have been cited for Citizenship Education are attempting to allow empowerment of the student to occur within the classroom (Evans 2006, Darling-Hammond 1998). This section argued how the research demonstrated the benefits of student voice within the Citizenship Education teaching and learning. The following section discusses *how* the research demonstrates that student voice can be incorporated into Citizenship Education by the use of creative methodologies, and can therefore be used pedagogically as well as within research.

6.3.2 Creative Methodologies and Student Voice

The incorporation of student voice into the learning process for Citizenship Education was effectively achieved by using creative research methodologies because they were able to engage young people in the learning process (Finding 4). The use of creative methodologies demonstrated that the Citizenship Education curriculum can be transformed into a 'lived' experience as discussed in the previous section. This was demonstrated through the high co-facilitators as it provided them with the opportunity to become decision makers and participants within the school community. They had an authentic citizenship experience.

The use of the term creative methodologies refers to the use of creative research methods used for working with young people, such as photography, drawings or even story-telling in conjunction with focus groups, group discussions and group interviews in research to gather perspectives and data from the research participants (Veale 2005; Punch 2002; Gauntlett & Holworth 2006). The principle that underpins creative methodologies is that they allow participants to feel empowered and this gives them the opportunity to express themselves more freely. Creative methodologies have also been cited as helping to facilitate knowledge production for the participants involved in the research (Veale 2005). This is supported by the results from Activity 1 both in the observations of the general engagement of the participant students within their small activity groups and the overall consultation session, but also in the articulated responses of the evaluation forms (section 4.4.3). The participants felt that they had learnt something that they had not known before, even though the set up was not that of a traditional classroom or teaching environment.

The appropriateness of creative methodologies for research with young people was discussed in detail in section 3.5.3 and was the main rationale for its use in the research. The findings suggest that the direction of influence of the teaching, learning and curricula of the Citizenship Education ecosystem can be redistributed by using creative methodologies as a pedagogical tool for incorporating student voice within the Citizenship Education classroom as shown in figure 6-1.

The current view of the Citizenship Education curriculum is influenced from the outer layers of the ecosystem which is furthest away from the teaching and learning of Citizenship Education in the classroom (as discussed in section 3.3). The research in this thesis demonstrates that the inclusion of student voice by using creative methodologies can redistribute the direction of influence on the Citizenship Education curriculum. Those in the classroom; teachers and students, radiate their influence from the central focus of the Citizenship Education classroom outwards into the community and society as a whole (see figure 6-1).

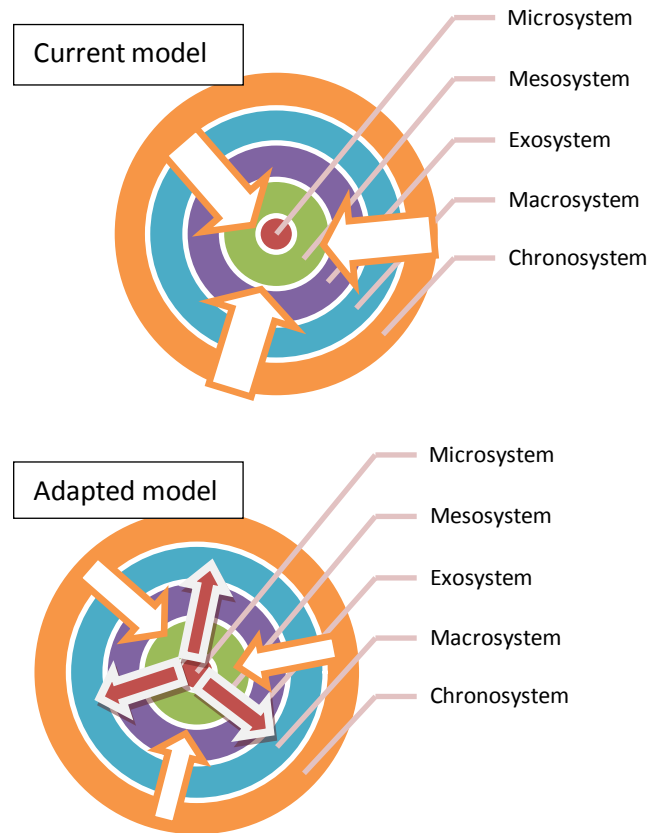


Figure 6-1: Redistribution and re-direction of influence in the Citizenship Education classroom curriculum.

However the actualization of this redistribution requires the ‘transformation’ of teachers and students involved in the teaching and learning process. This position is the basis for the development of the Critical Citizenship Education framework within this thesis and is discussed in detail in section 6.4. The following section discusses the use of technology as a pedagogical tool in the Citizenship Education classroom with a particular focus on its transformative and critical pedagogical influence.

6.3.3 Technology as a pedagogical tool

The research in Activities 2 and 3 involved the investigation of technology and how it affected the teaching and learning process of Citizenship Education and students perspectives on the use of technology within the Citizenship Education classroom. The section discusses the positive and negative outcomes of technology in Citizenship Education in the context of this research. The results from Activities 2 and 3 indicated that the incorporation of technology into the Citizenship Education classroom is engaging for young people; however as previously discussed the level of engagement varies between individuals (Section 4.9)(Finding 5). The students displayed various levels of engagement within Activity 2. The highest level of engagement was exhibited by a male student, Ryan as described in section 4.8 and 4.9, who requested the website address for the game he was playing so he could play it at home. The next level of engagement was demonstrated by the students that played their games and then requested further attempts at the games, not to win, but to find out how different decisions would affect the game outcome. The lowest level of engagement was the students that simply played the games as instructed. The simulation games as a classroom activity helped to facilitate a discussion within the classroom session (Sections 4.8 and 4.9). The students were able to talk about the topics that their games had been designed to cover. The online simulation games were an engaging tool for Citizenship Education within the classroom and they were helpful as a means of generating discussion. This was demonstrated in the observations of the students within the classroom as they played the online games and the discussion and responses given by the students (Sections 4.8 and 4.9).

This difference in levels of engagement with technology amongst young people which was highlighted within my research is also supported in work conducted by Squire (2005). This observation was witnessed during the classroom session at which time a female student asked several times why they were using the technology tool to conduct the lesson. One student suggested that teachers should allow their students to choose between the traditional teaching methods and methods using technology. This statement has great significance and builds on the principles of this research. It would be beneficial if technology use within the Citizenship Education classroom could be student directed as much as is feasible within the classroom setting. This would allow the inclusion of student voice within the learning process and would account for and support the notion of 'digital fluency' (as discussed in section 2.6.1). Recent research conducted by The Planet Edge Project quoted in the 'Google generation' report found not all young people are 'techno-savvy' (Nicholas et al. 2008: 21). They differentiated young people's use of technology into three categories: 'cybernauts, average joes, and digital dissidents'. The cybernauts and digital dissidents were the minority constituting 27% and 20% of the group respectively, with the 'average joes' making up the majority. The digital fluency of the average joes and the digital dissidents were low, and technology use was based predominately on function and not other factors such as engagement or student interaction (Nicholas et al. 2008). Digital fluency refers to the ways people become comfortable using technology as they would if learning to speak a different language fluently (Huffaker 2005). In order to increase the digital fluency in young people, it is suggested that new attitudes about the use of technology tools and learning need to drive educational reforms (Resnick 2002). Giving young people the

choice of technology tools and use within the learning process, has the potential to create an empowering learning experience and give them the confidence to build on their skills, knowledge and understanding and could result in improved digital fluency as they become more open to using technology within the Citizenship classroom.

This suggestion is supported by the results from Activity 3 regarding technology. The students displayed a high level of engagement with using the technology tool, and they also showed a high level of engagement with regards to the Citizenship Education exercise they were involved in (section 5.4 and 5.5.2). 'Context' was the main difference between how the technology was used in Activity 2 in comparison to Activity 3. The learning experience in Activity 2 did not include student voice and was adult directed (section 4.8). In Activity 3 the adult displayed a facilitator role and student voice was involved as the technology tool used allowed the students to explore and direct their own Citizenship Education learning experience (section 5.4). The results indicate that engagement occurs through a complex interplay of factors within the classroom (Finding 7). These factors are the type of technology used, how it is used, the freedom of direction that technology allows for Citizenship Education exploration, whether it allows interaction and collaboration between the students and the teacher and peer interactions (section 5.5.2).

However, components of transformative learning, such as critical reflection based on the individual students' perspectives, values, and opinions that were evident in Activities 1 and 3 were not observed in Activity 2. This was because adding gaming

technology to a classroom environment might be an engaging tool, however this does not necessarily translate into the students' automatic engagement with Citizenship Education and this supports the notion that using this strategy could in fact result in perpetuating misconceptions and mere exchange of information rather than deepening understanding (Dixon 2000; McFarlane et al. 2002). In addition the learning did not begin from the students' understandings of Citizenship Education, because the games explored predetermined topics. The need for this commencement of learning from the learner's understanding, knowledge, and perception is supported by an ecological approach to Citizenship Education in the classroom as discussed in section 3.3.

The single player games in Activity 2 did not permit social collaborative inquiry between the students or teacher, which is associated with constructivism and transformative learning theories as discussed in section 2.4. There was a degree of interaction between the students in terms of the discussion after the simulation games had been played, however, this was not collaborative in terms of the students working with each other to solve the problem or complete the assigned work for the class. The simultaneous experience of social collaborative inquiry and social interaction helps in the construction of meaning (see section 2.4.2). This concept of the 'interaction' between students became an important aspect for the design of the classroom session in Activity 3 Cycle 2, in order to further investigate its significance in the classroom. The topics that were focused on in Activity 2 were based on those that were brought forth by the student voice in Activity 1. However, it omitted the student voice of the participants that were present within the classroom session. The interaction that occurred was teacher-

dictated, with minimal interaction between students and the stakeholders, as they played their traditional classroom roles.

There were additional considerations that surfaced during the research process which were significant with regards to including technology in the Citizenship Education classroom (Finding 6). During the process of using technology within the Citizenship Education classroom barriers to implementation were experienced. There were obstacles and frustrations encountered (sections 4.7 and 5.3). My experience in Activity 2 showed the institutional obstacles that are currently in place that can deter or prevent an educator from incorporating technology into their classroom pedagogy (section 4.7). It could not be assumed that there would be access to all online resources from the school network, and I had to spend a substantial amount of time to ensure that all the games that I had chosen could be accessed from the school's internet. This notion of 'protection' of students from the 'deviant' information that can be accessed via the internet can also block access to desirable resources. It highlights a fear of those in authority in education towards technology. This fear continues to prevent the uses of technology in the classroom that are reflective of how young people use it outside of the classroom (Kendall 2000; Selwyn 2007).

The preliminary work that was necessary in order to incorporate gaming technology into the classroom in the Activity 2 study was time consuming, but not particularly difficult. The most difficult factor was locating suitable online games for the subject area of Citizenship Education. The games needed to be subject appropriate, informative, and

engaging. In the situation experienced in the Activity 2, 'luck' was a factor with regards to the discovery of the *www.gamesforchange* website which has an array of games that suited the Citizenship Education purpose (sections 4.6 and 4.7). There are many resources on the internet regarding Citizenship Education, such as suggestions for lesson plans, or how to explore particular topics, however, I was not able to find much regarding gaming technology and Citizenship Education that was freely available on the internet. 'Freely' meaning that there was no subscription fee or financial purchase of software. The sheer time and effort necessary to locate, research, and then include gaming technology into a teacher's classroom pedagogy would probably be a deterrent for most teachers. This was also experienced in Activity 3 during the investigation of a technology that could be used in an innovative way (section 5.3 and 5.4.1). These findings suggest that there is a need for greater support for educators using technology within the classroom to adapt their teaching and instructional practices to accommodate more creative uses of technology within the Citizenship Education classroom. The following section will discuss the development of a Critical Citizenship Education framework that is based on a reflection on the findings and argument presented in the previous sections of this chapter.

6.4 Critical Citizenship Education

This section discusses the development of a critical Citizenship Education framework which is situated within the teaching and learning of Citizenship Education. The findings from the research are used to highlight the important elements required for

incorporating a critical Citizenship Education approach into the teaching and learning of Citizenship Education. The link between critical pedagogy and Citizenship Education has been explored within the research literature from an ideological stance (Johnson & Morris 2010, Crawford 2010, Moore et al. 2011). Johnson & Morris (2010) explore the ideology between critical thinking, critical pedagogy and Citizenship Education. Crawford (2010) states that the need for the focus of Citizenship Education should be on the teacher and that teaching and learning of Citizenship Education should employ critical pedagogy theory; however there is no practical direction to *how* this can be achieved by a teacher in the classroom. The critical Citizenship Education framework aims to fill in this gap by providing guidance to educators (Finding 8). The following sections provide a discussion on the links between critical pedagogy and Citizenship Education within the literature and its congruence with my research journey and the following sub-section discusses the Critical Citizenship Education framework created through the findings from this research project.

6.4.1 Critical Pedagogy and My Research Journey

The link between critical pedagogy and Citizenship Education in my research is focused on the practical implementation of this ideology in the classroom. There are parallels between my motives as an educator and that of Paulo Freire (Freire 1970, Gadotti & Torres 2009), whose theory of critical pedagogy was borne out of his work with underprivileged adult workers in Brazil. As in the case of the student participants in my research who were unaware of their potential to have a 'voice' in their classroom learning experience of Citizenship Education; the adults that Freire worked with, were

also unaware of their own personal potential due to their socio-demographic circumstances.

Critical pedagogy as a critical theory of education is based on the emancipatory notion of education through which unequal power relations can be highlighted (Biesta 1998). There are two foci of critical pedagogy; the transformation of curriculum (through knowledge) and teaching (through pedagogy) (Cho 2008). The underlying assumption of critical pedagogy with regards to knowledge; is that knowledge and power are intrinsically intertwined. This manifests itself in investigations regarding the 'relationship between school knowledge and the power structures of society'. Theories which arose from this assumption include the 'hidden curriculum' (Cho 2008), which investigated the influence of the routines, practices and 'unspoken norms' of daily school life on students, also cultural capital, hegemonic ideologies and cultural literacies (Cho 2008).

In terms of the transformation of teaching, critical pedagogy focuses on the emancipation of students through democratic school practices which empower them. Freire's pedagogical approach was based on 'problem-solving' for emancipation of the person and is supported by Wardekker and Miedema (1997) as conceptualising personal identity as the aim of education. In addition Freire based his approach on 'genuine dialogue' between the educator and student, so that the educator did not impose their knowledge, understanding or worldview on the student (Mejia 2004: 64). This was the basis of my research and the dialogue between me and the students was an integral element of both cycles of the action research; demonstrated through the use of co-

facilitators and student participants in Activity 1, and as student participants in Activities 2 and 3.

A main critique of critical pedagogy is that it is only able to highlight educational issues and is not able to offer any remedies, practical consequences or 'reconstruction' (Knight & Pearl 2000: 197, Wardekker & Miedema 1997). This criticism of critical pedagogy's lack of practical consequences resulted in the use of participatory action research as a solution for addressing pedagogical issues and curriculum development and the development of a Critical Citizenship Education framework (Udas 1998, Wardekker & Miedema 1997). A further criticism of critical pedagogy is that it is 'relatively weak in embedding the analysis of education in the structure of economy and polity' (Cho 2008: 313); it focuses mainly on the classroom pedagogy with no focus on the influence that issues such as policy, school boards and national educational policy may also play in classroom practices. My research addresses this by providing a framework that can be used as a guide for classroom educators attempting to use critical pedagogy in the Citizenship Education classroom. My research also acts as an exemplar for this approach. The interpretive ecological framework, on which my research was based, identifies outside issues that influence the Citizenship Education classroom. In addition it suggests that these issues can be addressed by the inclusion of student voice in the Citizenship Education classroom.

In Freire's (1976) dialogic approach which is based on participation to help with the transformation of personal identity, the whole person needs to be involved, not just

cognitively, but also their feelings, beliefs, attitudes, values, emotions, violations, habits, predispositions and actions (Biesta & Miedema 2002). The concept of the whole person within the learning process is also incorporated in Bronfenbrenner's ecological framework and as a result in my interpretive ecological framework.

Despite the criticisms of critical pedagogy, a major asset is its ability to evolve and adapt to the changes that occur in education over time. This is witnessed when technological advances and their impact on education are taken into consideration using critical pedagogy. Kellner (1998) believed that critical pedagogy can help to promote 'multiple literacies' which is an essential component of education today, due to the impact of information communication technologies, diverse cultural societies and global economies. The findings in my research support this position and suggest that technology can be used as a scaffold to help with the incorporation of student voice within the Citizenship Education classroom, for example by allowing them to direct their own learning experiences and providing a platform for dialogue between peers and their teacher. The following section describes the critical Citizenship Education framework developed through the findings in this thesis.

6.4.2 Critical Citizenship Education Conceptual Framework

My approach to the instructional design for action research project was based on principles of critical pedagogy and on creating content and a learning experience that would allow the participants to explore Citizenship Education concepts. The

instructional designs used in Activities 1 and 3, were based on a creative methodology using a role play scenario to explore Citizenship Education concepts and topics. This approach resulted in the implicit learning of Citizenship Education shown by the categories generated in Activity 1 and the discussions of the students' countries in Activity 3 (see sections 4.4.2, 4.5.2 and 5.4.2).

Figure 6-2 shows how the elements come together to form the conceptual framework for the co-construction of an empowering Citizenship Education learning environment by the teacher and students; a critical Citizenship Education framework (Finding 8).

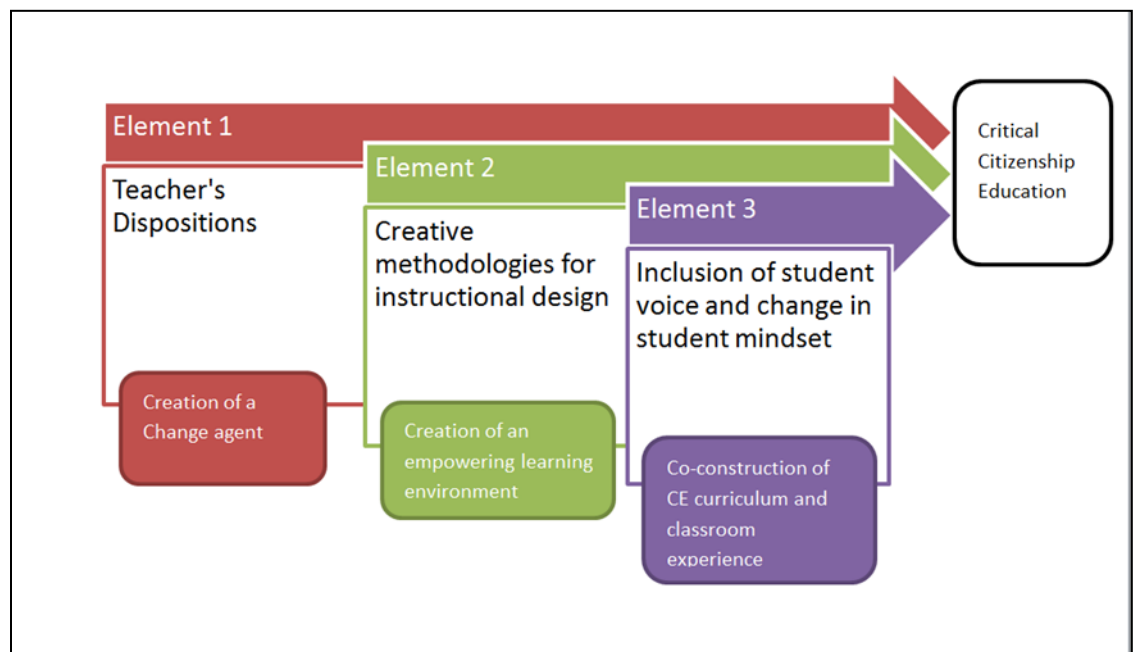


Figure 6-2: Conceptual framework for critical Citizenship Education in the classroom.

It illustrates how setting the teacher's disposition towards a critical theory paradigm is able to create a motivated educator willing to use creative methodologies to change the Citizenship Education experience for the student, in which they can have a 'lived' experience. The use of creative methodologies has the potential to create an empowering learning environment, in which students are more likely to feel confident to engage fully in the learning process and explore citizenship in their own way. The experience can potentially change the disposition of the students and give them confidence in their abilities to explore the Citizenship Education curriculum. The classroom experience is co-constructed between the educator and the young people in it, which is in itself, a lived experience of democratic practices, and an objective of Citizenship Education.

The results show that the use of a critical pedagogy can potentially create an empowering environment that can elicit student voice within the Citizenship Education curriculum. The creation of this empowering environment relies on the combination of a variety of elements within the Citizenship classroom. These elements are shown in Table 6-1. There are 3 elements within a conceptual critical Citizenship Education curriculum framework; the teacher's disposition, use of creative methodologies and the students' dispositions. The term 'disposition' in the critical Citizenship Education framework is based on Crick's higher level of disposition, which 'locates dispositions as part of an embedded and embodied journey over time, from personal desire and motivation to the achievement of competence in a particular public domain' (Crick 2010: 184). The lower

level of disposition takes a simplistic form of ‘an individual’s tendency to behave in particular ways’ (Crick 2010: 184).

Table 6-1 Elements of a conceptual framework for critical Citizenship Education (CCE)

Element	Requirement	Outcome
Teacher’s disposition	(Re)setting based on critical theory – dispositions to: <ul style="list-style-type: none"> • Engage in critical self-reflection regarding the Citizenship Education curriculum. • Empower students. • Invest time and willingness to research and use new resources. 	An Educator or Agent of Change.
Creative methodologies	Instructional design that allows: <ul style="list-style-type: none"> • Collaboration. • Peer-to-peer interaction • Problem solving of situational issues as they arise. • Student choice of mediums used. • Self-reflection on experiences. 	Inclusion of student voice and student directed learning.
Student disposition	Dispositions to: <ul style="list-style-type: none"> • Be open to new student centred pedagogies. • Use and challenge their own understandings of Citizenship Education. • Make choices about their learning process. 	Empowering learning experience. Growing awareness of identity as a citizen (Freire 1970).

In education there are several definitions of the term *disposition* which has resulted in a ‘lack of consensus regarding a clear definition of dispositions’ (Dottin 2009: 84).

Freeman (2007: 7) provides a variety of definitions of dispositions in education as a 'temperament, trait or habit'. Perkins and Tishman's (2001) research suggested that dispositions in education requires three elements; (1) *alertness* to occasions (opportunities that might present themselves for learning), (2) a positive *attitude* towards its potential relevance (a willingness to be involved in the learning opportunity), and of course (3) possession of it and the *ability* to apply it (once the disposition is developed to use it continually).

In the area of teacher education, research has been conducted that suggests that pre-service programs require students to gain particular pedagogical dispositions (pedagogic action) concerning the use of technology, social justice and should have a general 'mindfulness and thoughtfulness' to their professional judgments (Eisner 1994; Belland 2009; Tishman, Jay and Perkins 1993). Tishman et al. (1993: 150) suggest that teachers can help their students develop a particular disposition by creating an 'enculturation model' in which the teacher creates a culture in the classroom so that habits of mind and dispositions facilitate intelligent action. These dispositions are encouraged and orchestrated through student-student interaction, and are taught directly. This reinforces Dewey's notion that we never educate directly but by means of the environment (Dewey 1944). Through interaction with the environment and significant others in that environment, a person develops certain attitudes, values and beliefs about what is important and worthwhile. In other words, dispositions i.e. habits of mind must be developed culturally (enculturation model). The culture in the classroom must be such, that dispositions can be seen, encouraged and orchestrated through student-

student interaction, taught directly, and feedback provided (Tishman et al 1993: 152). It is this definition of disposition on which my construct of critical Citizenship Education (CCE) framework is based, this is because as discussed in the literature review the teacher exerts a great deal of influence within the classroom (Darling-Hammond 1998; Evans 2006) and so their disposition with regards to Citizenship Education is the starting point or foundation for changes in the classroom.

The first element of a critical Citizenship Education framework, the teacher's disposition, is supported by the literature on teachers' dispositions as discussed in the previous paragraph however it has also been included due to the transformative journey that I underwent as a researcher and educator, implementing the research. It was through critical self-reflection and analysis of the results from the research that I came to realise that I had fallen prey to the dominant discourse with regards to curriculum within many school settings, which is that curriculum is 'simply a blueprint for achieving restricted objectives in a school setting' (Egan 1978: 65). This unconscious position of my paradigm towards the dominant discourse of curriculum has been identified by McKenna (2002: 216) as the unawareness of an educator to 'the extent to which their paradigm or worldview dictates their approach to curriculum'. This is further supported by work conducted by Evans (2006: 47) with 'expert' Citizenship Education teachers who displayed greater tendency towards transmission and transactional pedagogies, he suggests that 'It may be helpful for teachers to have opportunities to critically assess their own orientations', especially due to the lack of awareness of the teachers with respects to the inconsistency between their 'rhetoric' and 'reality' (Evans 2006: 49,

Evans et al 2009: 29). My critical self-reflection highlighted my biased belief that the current Ontario curriculum for Citizenship Education would not allow for teachers to practice critical pedagogies based on emancipatory interests (McKenna 2002: 217) such as student voice or creative research methodologies. I believed that I was an educator who had a disposition to be critical, hence the reason for my use of creative methodologies; however I was still influenced by preconceptions of the curriculum. It is through my research journey that my critical theory perspective developed.

The results from Activity 1 shown in table 4-9, demonstrate the flexibility of the Ontario Citizenship Education curriculum for teachers to fulfil its three strands of informed, purposeful and active citizenship. If the curriculum allows for flexibility of teaching the teacher needs to embrace it. The educator needs to start on a foundation that is built on a desire to empower young people. This desire will provide a willingness to spend time and effort to research and allow students to collaborate in the teaching and learning process. This may require the use of technologies that the educator may not be proficient with. This means that the educator may no longer be the authority in the classroom. This release of 'power' was demonstrated to the students in Activities 1 and 3, which allowed student voice and empowering experiences for them (Section 4.5.3 and 5.5.2).

The second element of a critical Citizenship Education framework, creative methodologies (see Table 6-1), allows for an instructional design that creates a learning environment that provides collaboration between the educator and students and

between peers introducing the notion of student voice. The use of a creative methodological approach to instructional design provides a platform for students to have choice with regards to the types of medium, for example technology and the specific tools to direct their learning. Effective instructional design allows coherence between the subject's concepts, topics to be learnt, and pedagogical tools to be used. Instructional design is described as 'the process involved in the systematic planning of instruction' (Smith & Ragan 1999: 9). It is important because it is the initial stage of the teaching and learning process. It often includes the development of learning materials as in Activities 1 and 3 or it can be the process of incorporating already made materials into the learning process, as occurred in Activity 2. However, the fundamental objective of instructional design is the 'translation of the principles of learning and instruction into plans for instructional material, activities, information resources, and evaluation' (Smith & Ragan 1999: 9) so that the learner's experience can be a transaction between the individual learner and the instructional environment (Parrish 2009: 512).

The third element is the student and their own disposition (see table 6-1). The student in the classroom is conditioned to expect that the 'power' distribution within their classrooms and educational experience to be skewed towards the adult (Young 1991; Bernstein 1975; Apple 1982). Though there are some instances in which the 'power' distribution is tipped towards the student (Buzzellia and Johnston 2001; Boylan 2010). In addition to this power distribution, the classroom is set up as the teacher being the authority and having the knowledge that the student has to attain (Buzzellia and Johnston 2001). In this context, students may not have the disposition or habit of mind

to take charge of their learning, to feel comfortable to explore their learning or is unclear to how the use of technology addresses the learning objectives. This was shown during Activity 3 when a student questioned the use of technology in the citizenship exercise. It is therefore necessary for students to be open to the changes and reasons for the inclusion and participation in their learning process.

The following section concludes the discussion of the findings presented in this chapter. It provides a comprehensive list of the main findings drawn out through the discussion and evidence provided through the research conducted in this thesis.

6.5 Conclusion

This chapter presented the findings from the two cycles of Action Research of my investigation in relation to current concepts of Citizenship Education curriculum, the benefits and use of student voice within in the Citizenship Education classroom and the use of technology. It provided evidence through the findings and implementation of the action research cycles in this thesis, to support the argument presented that Citizenship Education is a complex subject area and therefore requires pedagogical approaches that engage students. The main findings from the research are as follows:

1. The research demonstrated that young people are able to discern positive contributory behaviours of citizenship within the current constructs of citizenship and within the current contexts of their lives and as future adult citizens (sections 4.5.1, 4.5.2 and section 6.3).

2. The research demonstrated that young people's understanding of citizenship evolves over time and maturation and therefore requires Citizenship Education to be offered as a discrete school subject throughout high school in Ontario, not just in Grade 10 (sections 4.5.1, 4.5.2 and section 6.3.1).
3. The research demonstrated that student voice is an engaging pedagogical tool and is able to help students take more meaningful roles in their education (sections 4.5, 5.5.2 and 6.3.2).
4. The research demonstrated that incorporating student voice into the classroom requires creative methods that can originate from research approaches as well as traditional classroom techniques (sections 4.5, 5.5 and 6.3.2).
5. The research supports the idea that the use of technology is an engaging pedagogical tool, however this cannot be assumed for all students. Different levels of engagement can be witnessed with students (sections 4.9, 5.5 and 6.3.3).
6. The research in this thesis provided new insight into the operational obstacles that can occur for a teacher attempting to incorporate technology into the Citizenship Education classroom (Sections 4.7 and 5.4.1).
7. The findings from the research act as an exemplar for how technology can be used as an engaging pedagogical tool in the Citizenship Education classroom. Incorporating interaction and collaboration in conjunction with technology increased levels of engagement in the Citizenship Education classroom (sections 4.7, 4.9, 5.3 and 6.3.3).

8. Reflection on the research through a critical pedagogical lens created the Critical Citizenship Education (CCE) framework, which can be used by an educator as a guide to incorporating student voice and technology in the Citizenship Education classroom (section 6.4).

Chapter 7 Conclusion

7.1 Synopsis of my research

The main research question this thesis addressed was: How can student voice and technology be used in the engagement of students in the subject area of Citizenship Education in the classroom? This required an investigation around the nature of the curriculum, young people's perspectives of Citizenship Education and Citizenship Education and pedagogical approaches for teaching and learning. An adapted ecological interpretive conceptual framework based on Bronfenbrenner's Ecological Framework for education was used to synthesise the literature on Citizenship Education, student voice and technology (section 3.3). A conceptual framework is essential for conducting action research to provide a scaffold for the literature, research design and findings discussed in sections 3.3 and 3.4.1. This ensures that the action research is not 'mere activism' but is grounded in the literature (Levin & Greenwood 2011: 29).

The research question was investigated through an Action Research (AR) design conducted over two cycles (see table 7.1 first introduced as table 3.3). Cycle 1 Activity 1 focused on the investigation of part of the main research question; how can student voice be used in the engagement of students in the Citizenship Education classroom? This created a set of sub-questions which were:

- Does the Ontario curriculum structure allow for non-textbook exploration of Citizenship Education?

- Can innovative approaches such as student voice be used pedagogically in the Citizenship Education classroom?
- Can young people demonstrate understandings of concepts of citizenship?
- What research and/or pedagogical approaches can be used in the Citizenship Education classroom?

Table 8-1 Overview of Action Research Cycles

AR Cycle	STEP	Activity 1 RQ – student voice focus	Activity 2 RQ– technology use focus
ONE	PLAN	Development of research questions based on theories from Citizenship Education, student engagement, Student Voice and technology.	
	ACT & OBSERVE	Use of pedagogically orientated research methods to illicit and explore student voice; role play, group discussions. Data collection methods of participant observation, group discussions, student written responses.	Use of online gaming to explore CE themes and topics. Data collection methods of participant observation, student notes, group discussion, reflective journal.
	REFLECT	Analysis of data collected during the observe stages of Cycle 1.	
AR Cycle	STEP	Activity 3 RQ - student voice and technology focus	
TWO	REVISED PLAN	Development of a plan of action after reflection on theories from Citizenship Education, student engagement, Student Voice and technology and lessons learnt from Cycle 1.	
	ACT & OBSERVE	Exploration of Citizenship Education using an activity adapted from Activity 1 through an online collaborative whitespace as medium. Data collection methods of participant observation, reflective journal and student white spaces.	
	REFLECT	Analysis of the data collected at the observe stage of Cycle 2. Re-engagement with the literature/theory.	
REPORT – Conference papers, book chapters and doctoral thesis			

Cycle 1 Activity 2 focused on the investigation concerning technology; how can technology be used in the engagement of students in the Citizenship Education

classroom? This also created sub-questions to direct the research. These were as follows:

- How can technology be used in the engagement of students within the subject area of Citizenship Education?
- What are the factors that educators need to consider when using technology pedagogically in the Citizenship Education classroom?
- How does technology facilitate the learning process and engagement of students?
- What are student perspectives of technology in the Citizenship Education classroom?

Cycle 2 Activity 3 focused on answering the main research question using the lessons learnt from Cycle 1 and further engagement with the literature on Citizenship Education, student voice and technology.

7.2 Contribution to Knowledge

How can student voice and technology be used in the engagement of students in the subject area of Citizenship Education in the classroom? A full discussion regarding the findings and current literature is provided in chapter 6 of this thesis. A summary of the main findings are as follows:

1. Current constructs of citizenship are based on citizenship as status; a right, obligation or political participation and these traditional constructs place young

people as citizens in waiting who are unable to practice citizenship until they an adulthood (Osler & Starkey 2003). The research in this thesis provided evidence that young people are able to discern positive contributory behaviours of citizenship within the current constructs of citizenship and within the current contexts of their lives and as future adult citizens (Sections 4.5.1, 4.5.2 and 6.3).

2. The notion that citizenship is a ‘fluid’ concept that changes with age and generation is discussed in the literature (O’Neill 2007). The research provides evidence that young people’s understandings of citizenship evolves over time and maturation and suggests that Citizenship Education should be offered as a discrete school subject throughout high school in Ontario, not just in Grade 10 (Sections 4.5.1, 4.5.2 and section 6.3.1).
3. The role of the voice of the student is passive within the Citizenship Education classroom and in education in general (Section 2.5). The potential for student voice within the Citizenship Education classroom has been highlighted in the literature (Apple & Bean 1995; Covell et al 2008; Bahou 2011). The research in this thesis illustrates how student voice can be used as an engaging pedagogical tool and how it is able to help students take more meaningful roles in the Citizenship Education (Sections 4.5, 5.5.2 and 6.3.2).
4. Creative methodologies such as picture drawing, photography, video and storytelling, have been suggested for use in involving young people in research as they are often flexible and capture and record young people’s unique perspectives of the world (Christenson & James 2000; O’Kane 2000; Punch 2002; Thomas & O’Kane 1999; Barker & Weller 2003). The research provided

evidence that the use of creative methods that originate from research approaches integrated with traditional classroom techniques are engaging tools and can help introduce student voice into the Citizenship Education classroom (Sections 4.5, 5.5 and 6.3.2).

5. The literature cites that technology has the potential to be an engaging tool for the Citizenship Education classroom (Section 2.6). The findings from this research verified that the use of technology is an engaging pedagogical tool, however it also revealed that high levels of engagement cannot be assumed for all young people; different levels of engagement were witnessed between students (Sections 4.9, 5.5 and 6.3.3).
6. Literature highlights that incorporating technology into classroom teaching is not a straightforward process (Luckin et al 2012). The research in this thesis provided new insight into the operational obstacles that can occur for a teacher attempting to incorporate technology into the Citizenship Education classroom (Sections 4.7 and 5.4.1). For example, prohibited access to particular websites from the school's network.
7. The findings from this research provide a new awareness regarding how technology can be used as an engaging pedagogical tool in the Citizenship Education classroom. Important considerations include the type of technology used, how it is used, integration of student led exploration, interaction and collaboration between the students and the teacher, and peer interaction. Incorporating interaction and collaboration in conjunction with technology

increased levels of engagement in the Citizenship Education classroom (Sections 4.7, 4.9, 5.3 and 6.3.3).

8. The link between Citizenship Education and the ideology of critical pedagogy also described as Critical Citizenship Education (CCE), is based on power relations and the transformation of the individual through dialogue, reflection and action resulting in their emancipation and the betterment of society as a residual effect (Johnson & Morris 2011; Crawford 2010; Moore et al 2011; Lawson 2005). The Critical Citizenship Education framework developed through the findings in this thesis can be used as a practical tool kit that allows a teacher to harness the student voice through the integration of technology as a medium in the Citizenship Education classroom (Section 6.4).

7.3 Practical Implications

Researchers and practitioners could use the theoretical understandings that were obtained from the young people's perceptions of Citizenship Education within this study. The young people were able to articulate and demonstrate notions of citizenship within the context of their current lives and as future adults (Sections 4.5, 4.8 and 5.5). These perceptions and understandings could be used as a starting point for further investigations into youth citizenship curriculum or policy development for youth engagement programs within their communities. Policy-makers and researchers could also use the adapted interpretive ecological framework to analyse the different

stakeholders and other factors that influence the subject area of Citizenship Education, to direct policy and curriculum within the area of Citizenship Education (Section 3.3).

Teachers and other educational practitioners could benefit by using the critical Citizenship Education framework (Section 6.4) and the detailed descriptions within the study, to reflect on their current dispositions towards the teaching and learning of Citizenship Education (Sections 6.3.2 and 6.4.2). It could assist a teacher trying to gain an understanding of citizenship for the current students within their classroom, therefore making the curriculum more relevant. It would also provide a teacher with a preliminary assessment for their instructional design and help then to reflect on their classroom practices.

This research provided a practical example of how student voice could be used as pedagogical practice. The creative methodology used in Activity 1 was adopted by two teachers and a Principal from the two schools in which the project was conducted (Sections 4.3 and 4.4). The classroom teachers adapted the approach for a Leadership course for senior students and a Principal used the creative methodology for an introductory conference to encourage elementary students to choose her high school once they had graduated.

In addition the findings from Activity 2 Cycle 1 and Activity 3 Cycle 2; elements necessary for technology integration into the classroom, different levels of engagement

of students with regard to technology and an educator's disposition to technology (Sections 4.7, 4.8, 4.9 and 5.4) have been presented at two separate conferences. Further dissemination of different aspects of the study such as the Critical Citizenship Education framework will be done through journal publication (Section 6.4.2).

7.4 Methodology consideration and research limitations

The evaluation of my research is based on a constructivist paradigm as I discussed in section 3.8 and the criteria of trustworthiness and authenticity. The evaluation of this research has been an on-going process and is the reason for my in-depth description of context, and the openness and participation of all involved in the study.

The positive implications of the convenience sampling such as accessibility, my relationship with the high school co-facilitators and the high school students, provided me with a unique perspective and experience (Section 3.2). However, this could lead to limitations in my research due to the skewed sampling of the participants within the AR cycles. The sample of high school students involved as high school co-facilitators in Activity 1 and student participants in Activity 3, were disenfranchised youth at risk of dropping out of high school and could not therefore be construed as a 'general population' of high school students. Therefore, there needs to be some caution in generalising these findings to all high school students (Sections 3.6 and 4.2.1).

The small sample size and uniqueness of the context of my research required an in-depth description of the research process and context. This was to provide not only trustworthiness and authenticity, but to ensure the transparency of my findings and conclusions for other practitioners, researchers and teachers to evaluate the extent to which the findings from this research can be transferred to other contexts (Lincoln & Guba 1985).

Despite the fact that I attempted, as much as possible, to ensure that the power relations between me as the researcher and the students was more evenly distributed as implied by the use of a participatory action approach, there was inevitably a power imbalance towards me as the adult. This power imbalance was caused by two inherent factors; my position as the researcher and also as an adult within the educational system (Section 3.5.3)(Robinson & Kellett 2004). I do believe that my attempts to even the power distribution between myself and my students were achieved, due to the methods that I used throughout the research such as students as researchers and involving the students within the reporting stage of the research (Section 5.5.1).

Time constraint was a further limitation of the research. It would have been beneficial for the high school and elementary school students to be involved in the analysis of the data to give them further experience and involvement in the research process (Bland & Atweh 2007; Doherty 2002; Hansen et al. 2001), however this was not feasible, because the high school students needed to focus on their main school subject classwork and the

elementary school students could not have further time away from their classwork or schooling.

It would have been useful to further explore the students' constructs of Citizenship Education in subsequent lessons after Activities 2 and 3 to ascertain the areas that were of particular relevance to the students. This could be used as a basis for the revaluation of current models of citizenship and therefore Citizenship Education, however, this could not be carried out due to the limit of time that I could allocate to my research and my professional responsibilities.

7.5 Future Research

My research has demonstrated the complex interplay of pedagogy within Citizenship Education. It showed that the roles and interactions between classroom stakeholders are integral to incorporating student voice within Citizenship Education. It provided an example of a practical strategy; creative research methodologies, to incorporate student voice into the Citizenship Education classroom and how technology can help to scaffold this experience.

I plan to disseminate my research findings through academic and practitioner outlets, such as journals and conferences. I was invited to present my findings at a Ministry of Education annual conference in Toronto.

Future research for my work would focus on investigating a greater sample of teachers attempting to incorporate technology into their classrooms in creative and innovative ways, in order to develop guidelines and strategies that could support their efforts.

My perspectives of Citizenship Education and of research have evolved throughout my research journey and reinforced my desire and interest to continue to explore the endless possibilities that education can afford me and young people. I am still filled with delight and joy when I reflect on the experiences that my research provided a group of students, who might otherwise be overlooked within education. I am proud that I was able to witness their transformation within the research process. I am also grateful for their input in shaping me as a researcher.

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Appendix 1: Student Information Package

'Step It Up' Grade 8 Conference

Dear Participant,

The **** students would like to take this opportunity to invite you to a Grade 8 Conference on Monday 26th November 2007 at **** Secondary School. You will have the opportunity to experience four interactive workshops on (1) Expression through Art, (2) The Importance of teamwork, (3) Body, Mind and Dance and finally (4) Good Citizenship. These workshops have been chosen and designed to ensure that as participants, you are given the opportunity to explore the Conference theme.

The Conference will be a fun-filled day of workshops and activities. We request that you dress in comfortable clothing, as there will be some physical activities. There will be food, prizes and performances just for you! You will get the chance to be a high school student for the day, and to discover the great activities, clubs and opportunities that Forster Secondary School have to offer.

As part of your participation in this Conference, you will need to complete a brief assignment, which you will need to give your Grade 8 teacher by Thursday 15th November. This assignment will help you prepare for the interactive workshops, and it will help to get you thinking about how taking care of yourself physically and mentally can help you as a student.

Please have your parent/guardian sign your consent form and return it to your teacher by Thursday 15th November.

We look forward to you coming to this Conference and expect you to have fun and leave with a more positive and enthusiastic outlook.

Regards,

***** Students

Appendix 2: Teacher Information Package

'Step It Up' Grade 8 Conference

Dear Grade 8 Teacher,

The ***** Secondary School would like to invite you and your Grade 8 class to a one day Youth Conference to be held at ***** Secondary School on Monday 26th November 2007 from 8.30 am until 3.30 pm.

At the 'Step It Up' Youth Conference Grade 8 students will gain first hand experience of a high school setting as an initial step of the Grade 8 to 9 transitions and will be introduced to the theme that a healthy body and an engaged mind results in a better student. The Conference will consist of four workshops; (1) Expression through Art, (2) The Importance of teamwork, (3) Body, Mind and Dance and finally (4) good Citizenship. These workshops have been chosen and designed to ensure that Conference participants will be given the opportunity to explore the Conference theme.

Registration will be at 8.45 am until 9.00 am. The Plenary session will commence at 9.00 a.m., with first workshop starting at 9.20am. The duration of each workshop will be 45 minutes. Please note and snacks and lunch will be provided. Students from different schools will be divided into four groups. Grade 8 Homeroom teachers accompanying students will be designated as Group Leaders and will actively be involved in attending the workshops with their group.

Please note transportation is not provided. Supervising Grade 8 Homeroom teachers are responsible for the safe arrival of students to ***** Secondary School for the Conference and departure from the Conference.

Students will be given a student package in which they will receive information about the Conference and a pre-assignment to complete prior to attending the Conference. This will give them the opportunity to explore the link between mind and body and as a result attitude and character of a person.

For your convenience a suggested consent form has also been included with this package, though you may choose to use your own. Grade 8 teachers are responsible for the distribution and collection of consent forms.

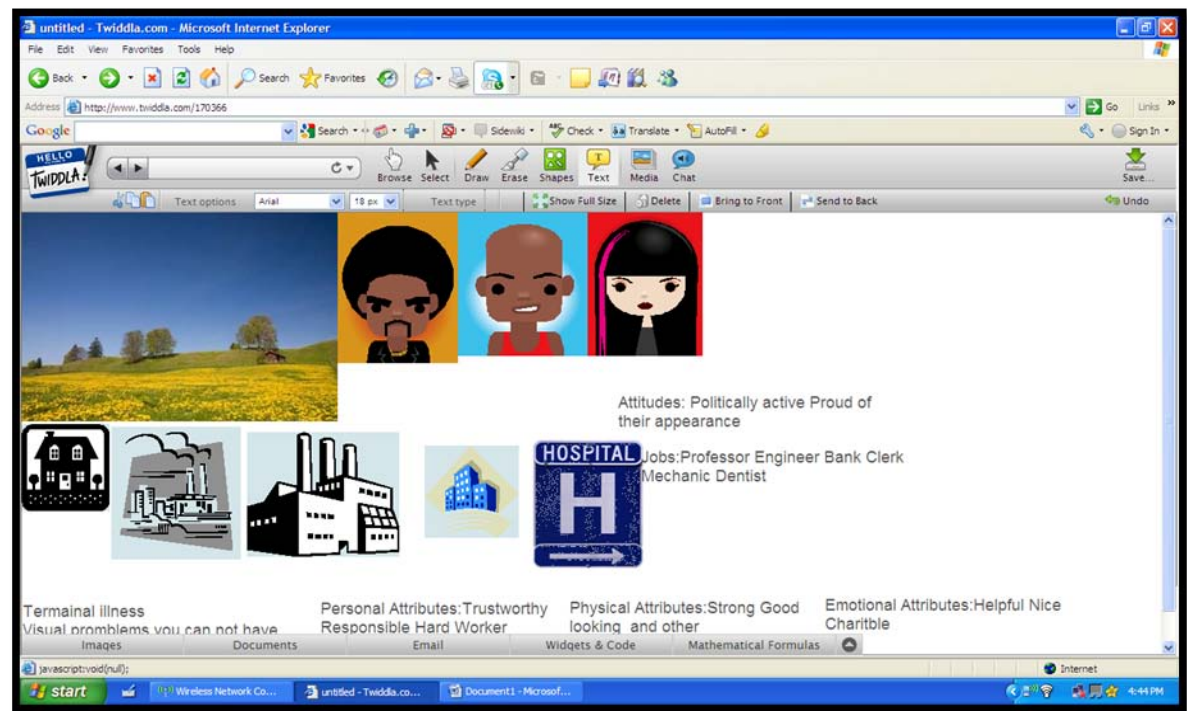
Students are required to complete a pre-assignment prior to attending the Conference. Grade 8 teachers will be responsible for the distribution and collection of the assignments. It is requested that the assignments be returned to ***** Secondary, for the attention of Venus Olla, by Monday 19th November 2007.

If you have any other questions please email .

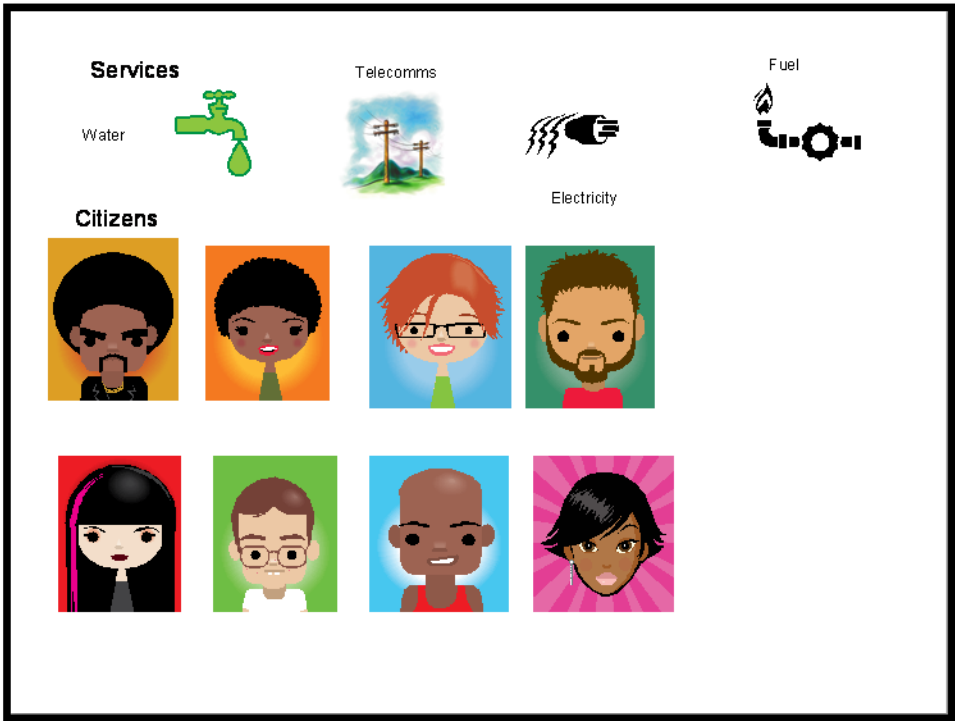
The ***** look forward to hosting you and your class at the 'Step It Up' Youth Conference on Monday 26th November 2007.

Regards,

Appendix 3: Example of Twiddla Workspace



Appendix 4: Images Uploaded



Appendix 5: Example of category formation

1	Athletic	X	4	EA	1	Be kind	X	4	EA
2	Take responsibility for their actions	X	3	EA	2	Kind		1	EA
3	Respect others space			EA	3	Caring			EA
4	Treat others they want to be treated	X	4	EA	4	Caring			EA
5	To be just			EA	5	Giving			EA
6	Be caring			EA	6	Caring			EA
7	Be fair			EA	7	Cares about what happens in the city			EA
8	Help others			EA	8	Kindness/respect	X	5	EA
9	Caring			EA					
10	We are fair			EA					
11	Appreciation			EA					
12	Kindness			EA					
13	Have some education	X	3	EA					
14	Fairness			EA					
15	Responsibility			EA					
16	Good behaviour	X	4	EA					
17	Being helpful	X	1	EA					
18	Good education	X	5	EA					
19	Supporting your friends			EA					
20	helpful			EA					
21	caring	x	3	EA					
22	Loving	X	2	EA					
23	We're brave			EA					

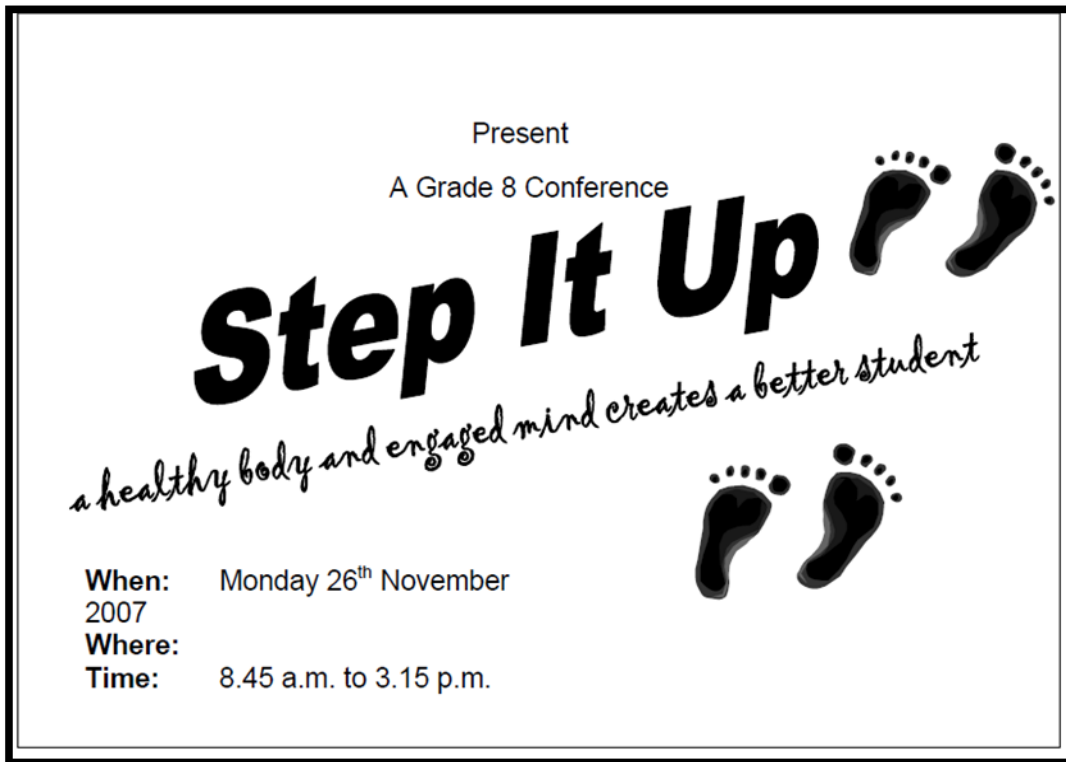
Appendix 6: Responses from preparatory exercise

Response categories	No. of responses	%	Connection with citizenship dimensions	Connection with Ontario curriculum	Connection with Citizenship Education themes	Example responses
Help	82	23	Social	Purposeful		Help around the house, help around the school thoughtlessly, help the neighbour with their garden, do chores without being asked, clean up after the pets, take out garbage, help after school
Respect	76	22	Social	Purposeful	Human rights/equality/diversity	Don't be disrespectful to the teachers, Put back things you take from other people, Respect others respect others feelings, not blurt out in class, Respectful to teacher, Be fair and not talk to people whilst someone talking, be polite, Show respect to your neighbours, Don't damage something that's not yours Respect your neighbours property, Don't bug the neighbours, Respect family members, respect my parents, Respect my siblings privacy, I can also treat everybody nicely no matter what they did to me Treat everyone with respect like the saying 'treat others the way you would like to be treated'.
Individual duty	76	22	Social	Active/purposeful	Social justice	If someone isn't as good as you in a subject help them understand it, don't wait to be asked, just do something, be a good student and don't misbehave, if someone is doing something they shouldn't you should tell them, If I am disrespectful I will try to remember to apologise, I try not to lie to anyone.
Volunteer/Social action	41	12	Social	Active/purposeful	Human rights	Pick up garbage if someone else drops it, if you see someone throwing litter tell them to pick up as it is our environment, don't vandalise, do not gossip, always support the truth, get involved not be a bystander, help at school and in the community, volunteer to help, help without getting paid.
Surrounding environment	21	6	Social	Active	Environment	Keep the school clean, rake leaves, keep your garden tidy, pick up garbage and not drop it in the first place, clean up train in playground, not pollute my neighbourhood, clean up the neighbourhood.
Destructive behaviour	15	4	Legal	Active	Peace/conflict	Don't be bad like break windows, start fires, don't fight, keep my hands off others, try and stay away from fights, don't bully, stop fights.
Listen	14	4	Social	Purposeful	N/A	Listen to people, listen to your parents, I am an attentive listener, listen to whoever is talking, listen for help when needed.
Rules	12	3	Legal	Informed	Public policy	Follow the rules, obey the rules, obey the laws of the classroom, I try not to be disobedience.
Role model	10	3	Social	Active/purposeful	N/A	Role model for younger students, be a positive role model for younger students, setting positive example, positive actions in the classroom by not starting conflicts in class.
Participation	6	2	Social	Active/purposeful	N/A	Participate in school activities, get involved it's a good way to show pride, Participate, Ask questions, I input my ideas in conversations for the school

Appendix 7: Responses from the role play forms

Response categories	No. of responses	%	Connection with Citizenship Education dimensions	Connections with the Ontario curriculum	Connections with Citizenship themes from the literature	Connections with Education from the literature	Example responses
Abstract/Personal qualities	75	27	Social	Purposeful/active	N/A		Not greedy, hardworker, not being lazy, great leadership, not a terrorist, open-minded, proud, responsible, intelligent, smart.
Emotional Attributes	31	11	Social	Purposeful	N/A		Kindness, loving, caring, helpful, brave, supportive, giving.
Physical attributes	24	9	Social	Purposeful	Public health		Not fat, no big nose, we could be good athletes, no handicap, must be clean, 5 feet tall or more, good looking, female and male.
Education	24	9	Economic	Purposeful	Economic		Good education, people have a high school diploma, 80% average and above, They must complete up to grade 12, They must graduate, they must complete high school.
Criminal Record	21	8	Legal	Informed	Public policy		No criminal record, follow the laws, drug and alcohol free, no drug use, follow the rules of the law, have a curfew, clean record, rule obayer (not a criminal record).
Health	23	8	Social	n/a	Public health		Clean medical history, healthy, have a healthy family, healthcare system, have a healthy lifestyle, no smoking or drugs or alcohol, annual check ups for animals and people, very healthy have all shots, annual check ups.
Environmental Concerns	17	6	Social	Active	Environment/sustainable development		Environmentally aware, environmentally friendly, we care about our environment, great landscape, we protect our environment, arable land, we're good to our environment, recycle, wildlife.
Employment	14	5	Economic	Purposeful	Economic		Able to work, work experience, skilled trades, skill or trade, dentist, doctors, skilful, have a job, jobs, environmentalist, vet.
Finance	15	5	Economic	Purposeful	Economic		Rich, wealthy, pays taxes, well off, middle-classed, satisfactory income for survival, insurances.
Socially active, volunteering	5	5	Social	Active	Human rights, equity		We volunteer, humanitarian, we care about the community, willing to do volunteer work, we volunteer at no cost, everyone has to do 40 hours of community service hours.
Respect	11	4	Social	Purposeful	Human rights/diversity/equity		Uses ways to cut down on pollution and is against sexism and racism, respectful, people who respect other citizens, we will respect our country.
Politics	9	3	Political	Informed	Politics		Required to read a monthly newspaper, freedom of speech, political awareness, wants a fair judicial system, vote, global issues.
Violence	3	1	Legal	Informed/purposeful	Peace/conflict		Citizens that don't own weaponry, no violence, no bullying.
Age	2	1	Social	Purposeful	Public health/public policy		Reasonable age 20-40.
Race	3	1	Cultural	Purposeful	Diversity/equity		Multicultural, multicultural system, No racism.

Appendix 8: Conference Flyer



Appendix 9: School-board Documentations

REGULATION: RESEARCH WITH STUDENTS

EFFECTIVE DATE: 2004 04 21

PAGE: 1 of 3

REFERENCE: AD-24

ADMINISTRATIVE PROCEDURE REFERENCE: AD-AP-23

Since the Board occasionally receives more requests for permission to do research in the system than can be granted, some system of priorities is necessary. The Board represents a public educational institution and therefore priority will be given to those research endeavours which are likely to be of practical benefit to the [REDACTED] system, or to education in general. In order to minimize disruption to the learning environment of our students, no research involving students will be allowed to be conducted during the months of September, May or June.

CONDITIONS REGARDING THE CONDUCT OF RESEARCH

Principal researchers are reminded that the very nature of a public school system imposes a number of limits upon the conditions and circumstances under which research may be conducted. The activities of the Board are limited and controlled by provincial statutes and regulations. In the best interest of students and staff only a limited number of studies will be approved in any school year. Those given priority will be studies conducted by Board staff fulfilling the research requirement of a degree program, or studies which specifically examine components of instructional approaches or curriculum related to understanding the learning skills of students. These areas of learning may include academic, social, emotional, or behavioural factors which relate to students' functioning at school. General surveys of students/families will not be approved and those researchers are advised to utilize public mailings or other systems to elicit children's participation directly from parents.

- (a) Research involving students shall be reviewed by the Research Review Committee, unless undertaken by Board staff as part of their job requirements.
- (b) Any researcher wishing to deal directly with students in the school system must obtain the written permission of the students' parents in advance of the period of time he/she has contact with such pupils. The researcher will be required to submit information to the parents to allow informed awareness and consent, including but not limited to the nature of the research and its implications to their child and the community generally.
- (c) No research will be undertaken in any elementary or secondary school without the researcher obtaining the written approval of the principal of that school.
- (d) At this time, and until some ruling to the contrary is made by the Ministry of Education and/or the courts, researchers not employed by the system and/or researchers employed by the system who are acting independently may not have direct access to any official student records.

REGULATION: RESEARCH WITH STUDENTS

EFFECTIVE DATE: 2004 04 21

PAGE: 2 of 3

REFERENCE: AD-24

ADMINISTRATIVE PROCEDURE REFERENCE: AD-AP-23

- e) At no time shall a person conducting research within the system be provided by school personnel with personal information regarding a student, without consent of the student's parent.
- (f) Anyone undertaking research in the system must agree to protect the anonymity of the students and the institutions involved both in formally published reports of the research, contacts with the news media, personal conversations, or other forms of communication.
- (g) A researcher may not employ procedures which unduly or unnecessarily invade the privacy of a student or his/her family or which disturb or threaten his/her sense of well-being or morale. To this end, any measures/questionnaires/procedures judged to be overly intrusive will significantly reduce the likelihood of approval of the study by the Committee.
- (h) Whenever research procedures involve asking students questions that have the potential, in the view of the Committee, to reveal that a student is experiencing serious emotional distress (e.g.: depression, suicidal ideation/intent, risk of violence, etc.), the research methodology must have certain procedures built in. This may include, but is not limited to, a written explanation on the consent form and verbal introduction to participants, that in such circumstances identification of a student will be possible and notification of the student's parents/guardians will be immediately undertaken by the researcher. Thus, a coding system/master list will be required which will both protect anonymity and facilitate such follow-up when appropriate. Further, a list of community mental health services providers must also be provided to all parents within the consent form package.
- (i) No submitted research proposal or design may be altered in any form once approved unless it is resubmitted to the Research Review Committee.
- (j) Students or trainees conducting research as part of their educational program must only submit requests to the Board through the appropriate supervisor or administrative official at the institution in which they are enrolled. The request must be addressed to the Supervisor of Psychological Services, The [REDACTED]
- (k) All researchers who are not employees of the Board must provide with their application a copy of a current Police Clearance, as well as a record of freedom from tuberculosis.

REGULATION: RESEARCH WITH STUDENTS

EFFECTIVE DATE: 2004 04 21

PAGE: 3 of 3

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RESEARCHER'S RESPONSIBILITY TO THE BOARD

The researcher is required to supply at least one copy of any reports/publications resulting from his/her work to the Chairperson of the Research Review Committee. Whenever feasible, the researcher also is expected to convey, either through written documents or verbally, the results of his/her findings to persons who have been most closely associated with the study. Whenever possible the researcher should endeavour to indicate the implications of his/her findings for educational practice.

FUNCTION OF THE RESEARCH REVIEW COMMITTEE

All research proposals conducted within the Board which involve students shall be approved by the Research Review Committee. Where the Committee has denied a request, the researcher may reapply in writing once the concerns of the Committee have been addressed. The Committee may refer research proposals which contain sensitive components to the Board for its consideration. If the researcher disagrees with the Committee's final decision, the researcher may apply to the Superintendent of Education - Program and Instructional Services, for consideration. Any research that does not require student participation is submitted directly to this Superintendent.

REGULATION: RESEARCH WITH STUDENTS

EFFECTIVE DATE: 2004 04 21

PAGE: 3 of 3

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REGULATION: NETWORK SECURITY AND ACCESS

EFFECTIVE DATE: May 20, 2009

Page 1 of 4

REFERENCE: IT-02

ADMINISTRATIVE PROCEDURE: n/a

1. NETWORK SECURITY AND ACCESS

The purpose of this section of the Regulation is to define the standards, procedures and restrictions for connecting to the [REDACTED] internal networks or related computing resources via hard wire.

This section of the Regulation applies to any equipment used to access [REDACTED] resources.

- 1.1. The [REDACTED] Information Technology Services (ITS) department has the sole responsibility to recommend network technologies, implement network hardware and software, and secure access to this technology for [REDACTED] locations. The ITS department will:
 - 1.1.1. Stay current on new networking technologies and recommend technology solutions that are secure and fit within the broader computing architecture.
 - 1.1.2. Secure all approved networking implementations through the use of passwords and any other methods deemed necessary to ensure the safest computing environment.
 - 1.1.3. Develop, implement and maintain standard configurations for networking technologies.
 - 1.1.4. Remove and dispose of any unauthorized communications technologies connected to the Board's network to ensure that security standards are maintained according to the Board's Network Security Policy.
 - 1.1.5. Prevent access to [REDACTED] computing resources by non-[REDACTED]-owned equipment via hard wire connection.
- 1.2. All users of networking technologies at the [REDACTED] also have a responsibility to ensure the security of the Board's computing resources. All users of networking technologies at the Board will:
 - 1.2.1. Not attempt to bypass any security measures put in place by the ITS department.
 - 1.2.2. Refrain from connecting any unauthorized device such as a non-[REDACTED] owned laptop to the Board's network via hard wire.
 - 1.2.3. Refrain from connecting any unauthorized device that may provide wireless access to the Board's network.
 - 1.2.4. Refrain from sharing or distributing any passwords provided for access to the Board's network.
 - 1.2.5. Report any unauthorized networking implementations to the ITS Help Desk.
 - 1.2.6. Report any incident or suspected incident of unauthorized access and/or disclosure of [REDACTED] resources, databases, networks and any other related components of [REDACTED] technology infrastructure to the ITS Help Desk.
 - 1.2.7. Make no modifications of any kind to [REDACTED]-owned and installed networking hardware or software.

[REDACTED]

REGULATION: NETWORK SECURITY AND ACCESS

EFFECTIVE DATE: May 20, 2009

Page 2 of 4

REFERENCE: IT-02

ADMINISTRATIVE PROCEDURE: n/a

- 1.3. All users acknowledge that their access and/or connection to the [REDACTED] network may be monitored to record dates, times, duration of access, data types/volumes, etc. in order to identify unusual patterns or other suspicious activity. This is done in order to identify accounts/computers that may have been compromised by external parties. Users should have no expectation of privacy in their use of the Board's computers including network access.

2. WIRELESS SECURITY AND ACCESS

The purpose of this section of the Regulation is to define the standards, procedures and restrictions for connecting to the [REDACTED] internal networks or related computing resources via any means involving wireless technology. This can include, but is not limited to, access from the following:

- Wireless gateways at all [REDACTED] premises
- External hosts via remote access technology (for example, using a router at home to connect to the [REDACTED] Virtual Private Network)
- Third-party wireless Internet service providers (also known as "hotspots")

This section of the Regulation applies to any equipment used to access [REDACTED] resources, even if said equipment is not [REDACTED] sanctioned, owned or supplied. For example, use of equipment owned by an employee and brought to a [REDACTED] location is included.

- 2.1. The [REDACTED] Information Technology Services (ITS) department has the sole responsibility to recommend wireless technologies, implement wireless hardware and software, and secure access to this technology for [REDACTED] locations. The ITS department will:
- 2.1.1. Stay current on new technologies involving wireless networking and connectivity and recommend technology solutions that are secure and fit within the broader network architecture.
 - 2.1.2. Secure all approved wireless implementations through the use of passwords and any other method deemed necessary to ensure the safest computing environment.
 - 2.1.3. Develop, implement and maintain standard configurations for wireless technologies to allow [REDACTED] users to roam seamlessly among Board sites.
 - 2.1.4. Remove and dispose of any unauthorized wireless technologies connected to the Board's network to ensure that security standards are maintained according to the Board's Network Security Policy.
 - 2.1.5. Provide limited access to [REDACTED] computing resources by non-[REDACTED]-owned equipment, including the permitted [REDACTED] applications listed in the Wireless Security and Access Administrative Procedure. Take special note that this type of equipment is not supported by the ITS department, and any requests for support for it will be refused.

[REDACTED]

REGULATION: NETWORK SECURITY AND ACCESS

EFFECTIVE DATE: May 20, 2009

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REFERENCE: IT-02

ADMINISTRATIVE PROCEDURE: n/a

- 2.2. All users of wireless technologies at the [REDACTED] also have a responsibility to ensure the security of the Board's computing resources. All users of wireless technologies at the Board will:
- 2.2.1. Not attempt to bypass any security measures put in place by the ITS department.
 - 2.2.2. Refrain from connecting any unauthorized device that may provide wireless access to the Board's network.
 - 2.2.3. Refrain from sharing or distributing any passwords provided for access to the Board's network.
 - 2.2.4. Report any unauthorized wireless implementations to the ITS Help Desk.
 - 2.2.5. Report any incident or suspected incident of unauthorized access and/or disclosure of [REDACTED] resources, databases, networks and any other related components of [REDACTED]'s technology infrastructure to the ITS Help Desk.
 - 2.2.6. Make no modifications of any kind to [REDACTED]-owned and installed wireless hardware or software. This includes, but is not limited to, split tunneling, dual homing, non-standard hardware or security configurations.
- 2.3. While the ITS department is not able to manage public or home wireless resources, all users of these resources will ensure that all components of their wireless connections remain as secure as their network access within a [REDACTED] location while using them to access computing resources at the [REDACTED]
- 2.3.1. General access to [REDACTED] computing resources through the Internet by employees at home is permitted. However, the employee using the Internet for recreational purposes through [REDACTED] networks are not to violate any of [REDACTED]'s Computer Acceptable Use policies.
 - 2.3.2. Users employing wireless access methods will, without exception, use secure remote access procedures. Users agree to never disclose their passwords to anyone, particularly to family members if work is conducted from home.
 - 2.3.3. All remote computer equipment and devices used for [REDACTED] interests, whether personally or [REDACTED]-owned, must display reasonable physical security measures. Users are expected to secure their [REDACTED]-connected machines when they are physically at their machines, as well as when they step away. Computers will have installed whatever antivirus software is deemed acceptable by the ITS department. Antivirus signature files must be kept up to date.
 - 2.3.4. Remote users using public hotspots for wireless Internet access must employ for their devices a [REDACTED]-approved personal firewall, VPN and any other security measure deemed necessary by the ITS department.
 - 2.3.5. Any remote connection that is configured to access [REDACTED] computing resources must adhere to the authentication requirements of [REDACTED] ITS department. In addition, all hardware security configurations (personal or [REDACTED]-owned) must be approved by [REDACTED]'s ITS department.

[REDACTED]

REGULATION: NETWORK SECURITY AND ACCESS

EFFECTIVE DATE: May 20, 2009

Page 4 of 4

REFERENCE: IT-02

ADMINISTRATIVE PROCEDURE: n/a

- 2.3.6. All users will ensure that their computers are not connected to any other network while connected to [REDACTED]'s network via remote access.
- 2.3.7. All connections that make use of wireless access must include a "time-out" system. Specifically, sessions will time out after no more than ten minutes of inactivity and will terminate after two hours of continuously inactive connection. Both time-outs will require the user to reconnect and re-authenticate in order re-enter the [REDACTED] network through a wireless connection.
- 2.4. All wireless access users acknowledge that accessing [REDACTED]-owned printers from non-[REDACTED]-owned equipment is not permitted. Any requests for support for this type of printing will be refused.
- 2.5. All wireless access users acknowledge that [REDACTED] is not responsible for any loss or damage to their non-[REDACTED]-owned equipment or data residing on that equipment before, during or after its connection to the [REDACTED] network. Likewise, [REDACTED] is not responsible for any loss or damage to data or systems outside its network caused by non-[REDACTED]-owned equipment before, during or after its connection to the [REDACTED] network.
- 2.6. All wireless access users acknowledge that their access and/or connection to the [REDACTED] network may be monitored to record dates, times, duration of access, data types/volumes, etc. in order to identify unusual patterns or other suspicious activity. As with in-house computing resources, this is done in order to identify accounts/computers that may have been compromised by external parties. Users should have no expectation of privacy in their use of the Board's wireless network.

Violations of the Network Security Policy and associated Regulation may lead to disciplinary action.