



Malmö University 11-13 March 2010

# ACTIVE CITIZENSHIP

Welcome to NERA's 38th Congress



1st Announcement  
NERA's 38th Congress  
Malmö, 11-13 March 2010  
Malmö University  
School of Teacher Education

NORDISK FORENING FOR PEDAGOGISK FORSKNING  
**NFPF**  
**NERA**  
NORDISK EDUCATIONAL RESEARCH ASSOCIATION

## WELCOME

### *Dear Colleagues*

We are honoured to host NERA's 38th Annual Congress, which will take place the 11-13 March, 2010 at Malmö University, the School of Teacher Education.

The five scholars we have invited as keynote speakers and/or participants of the panel discussion are all experts in the area of Citizenship Education.

A warm welcome to Malmö in March 2010!

On behalf of the Organising committee

*Nanny Hartsmar, Chair*

## ORGANISING COMMITTEE

*Nanny Hartsmar*, Chair,

Assistant Professor

*Bodil Liljefors-Persson*,

Associate Professor

*Claes Malmberg*, Assistant

Professor

*Inger Börjesson*, Administration

*Bibi Eriksson*, Administration

## GENERAL INFORMATION

### CONGRESS SITE

The Congress will be held at Orkanen (the Hurricane), Malmö University's new building that houses Teacher Education and the main library.

### CONGRESS LANGUAGE

The congress language is English. Abstracts are always in English. It is possible to present a paper in one of the

Nordic languages but it must be clearly announced in the program. Presentations in the Nordic languages will be placed at the end of sessions.

### IMPORTANT DATES

September 2009 2nd announcement and call for papers will be mailed

- 2 November 2009 Deadline for submission of abstracts
- 15 November 2009

Deadline for pre-registration at reduced rate

- 31 January 2010 Deadline for registration
- 11-13 March 2010 Congress dates

### PROGRAMME AND REGISTRATION

Information regarding the conference will be updated and made available at:  
[www.mah.se/NERAcongress2010](http://www.mah.se/NERAcongress2010)

## CONGRESS THEME

### **Active citizenship in local, regional and global perspectives: Critical and interdisciplinary approaches**

NERA 2010 has a particular focus on active citizenship. Active citizenship and citizenship education have often been seen as having the potential to empower individuals, to both use opportunities to participate in public life at various levels, and to meet their civic obligations. The benefits of citizenship education and the development and exercise of active citizenship can thus be seen as the ability to consider differing perspectives and divergent values from individual to group level, from local to global level, and to take action on political and ethical decisions that are often controversial, concerning, for example, environmental issues and social justice.

How do people in various social and historical contexts define active citizenship and why? Who is participating in or being excluded from deciding on the definitions? In what ways do experiences of social and educational marginalisation or exclusion have an affect on the practise of active citizenship?

We welcome educational research from different disciplines, giving perspectives on active citizenship and related topics such as diversity, ethnicity, environmental issues, identity issues, intercultural issues etc.

### **INVITED KEYNOTES SPEAKERS**

*Tomas Englund*, Professor of Education at Örebro University, Sweden.

*Victoria Wyszynski Thoresen*, Associate Professor of Education at the Hedmark University College, Norway

*Bjarne Bruun Jensen*, Professor and Programme Director in the Department of Curriculum Research at the Danish School of Education, University of Aarhus, Denmark

*Carole Hahn*, Professor of Comparative Education and Social Studies Education, Division of Educational Studies Emory University, Atlanta, USA.

### **INVITED PANEL**

*Lennart Olausson*, Moderator, Professor, Vice-Chancellor at Malmö University

Professor *Alistair Ross*, Professor of Education at London Metropolitan University

*Tomas Englund*, Professor  
*Victoria Wyszynski Thoresen*, Associate professor

“This problem, as you call it, with teachers not promoting critical thinking in their classes is simply a load of crap. What about insisting that your pupils must do what they are told instead? I don’t agree at all with all these spaced out people pleading for endless dialogues. Sorry, but this is what I think.”

**Male student, 3rd semester**



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MALMÖ HÖGSKOLA