

Citizenship Education Research Journal Editorial Introduction  
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The eighth edition of *Citizenship Education Research Journal* (CERJ) addresses Citizenship Education at all levels, domestic and international. Indeed, as an indispensable part of any existing educational system around the world, Citizenship Education (sometimes referred to as Civic Education or a plethora of equivalent terms) hopes to teach youth the distinctive social, political and cultural values of specific societies. Despite these different values, there are many common goals and objectives in Citizenship Education practices. One of the most obvious objectives, as indicated in this edition, is to constantly refine the definition of Citizenship and Citizenship Education to empower individuals with the ability to understand their relationships with the world and others. To achieve this goal, researchers have offered additional perspectives on Citizenship Education by comparing practices in international, national, and provincial contexts. As a result, International and Comparative Education become keywords for this volume. While the current global pandemic certainly creates harm and challenges around the world, it has proved to us, yet again, that we are connected together more than ever. Thus, it is now the time for Citizenship Education to explore possibilities above and beyond local contexts.

This edition begins with researcher and professor Catherine Broom's work, "*Citizenship: Moving beyond State Borders*." This paper serves as a philosophical foundation of the volume. The purpose of this paper is to theorize a new way of thinking about citizenship in current times by reviewing Citizenship Education curricula at schools. According to Dr. Broom's conclusion, civic curricula of the nineteenth century "aimed to develop 'good' citizens who supported the nation state and were nice neighbours and community members." In other words, Citizenship Education courses such as Social Studies previously focused on the relationship between individuals and the society by promoting social and civic virtues. This type of Citizenship Education pertained to the cultivation of loyal and patriotic citizens who support their nation-states within political borders. A new way to think about "citizenship" should be to include individuals' sense making of the concept rather than to instill information into individuals and dictate what to do. After all, Citizenship Education should be everything about the citizens. This new way of thinking is both inspirational and enlightening.

Researcher Olivia Zhang includes the sense making of her research participants in her discussion of *Ti-Yong* logic among Chinese international students in Canada. The *Ti-Yong* logic is a pragmatic philosophy in Chinese culture. *Ti* resembles the "essence" and the "self", *Yong* represents "utility" and "function." This logic may be seen as vague and confusing to Western readers, but the key idea as expressed in Zhang's paper is that it is crucial to understand students' prior knowledge, as well as the system associated with this knowledge in International and Comparative Education. Zhang uses the *Ti-Yong* philosophy to examine Chinese international students' English learning experiences in Canada. This examination includes stories from several Chinese international students in Canada about their English learning experiences. Zhang's conclusion from these stories is that it is important to consider

the long-held ideas and beliefs such as *Ti-Yong* logic which students have acquired prior to their international education. This way of thinking echoes with Broom's emphasis on individuals' sense making in Citizenship Education.

Gary W.J. Pluim expands the discussion of Global and International Citizenship Education to Jamaican and Canadian contexts. In this comparative study, Pluim first recognizes some of the deficits of Global Citizenship Education (GCE). For Pluim, what "global citizen" and "global citizenship education" denote reflect a thinking and presentation of our world from Western perspectives, priorities and issues. Although there are quite a few approaches that reflect a critical stance to GCE, they still reflect voices from the West. This defeats the purpose of "global citizenship" as it fails to include voices from the rest of the world. In response to the lack of representation from other parts of the world, Pluim encourages students from two selected universities in Jamaica and Canada to write about their interpretations of themselves in the world and align these interpretations with their unique beliefs, feelings, social identities, positions and assumptions. In doing so, the study hopes to enrich theory and practise of GCE as students in the study could reveal their perspectives and interpretations relating to GCE. Ultimately, these voices from students in the two universities could assist policy makers and teacher educators to take actions and measures in the field of GCE based on these perspectives.

Researcher Grazia Scoppio's work also connects to Comparative and International Education (CIE). Scoppio's research aims to provide an overview of the field of CIE. This project starts with a historical review of CIE and a summary of many streams of thoughts in the field. Following this, Scoppio introduces some main CIE programs offered by Canadian, US and international universities. Naturally, this paper then presents notable books, journals, and conferences in CIE to help new scholars familiarize themselves with the field. This paper also discussed implications for the future of the field of CIE. For a new scholar in CIE, this paper informs them of the current status of CIE research.

The last paper in this edition involves multiple scholars across Canada and the globe. Specifically, this paper offers four perspectives on how a restorative approach to education supports a culture shift in schools. Researcher Kristin Reimer from Monash University in Australia and Dorothy Vaandering from Memorial University in Newfoundland compare and contrast Australia and Canada's engagement with Restorative Justice Education (RJE). They aim to pinpoint the relationship between RJE and school culture change within the distinctive contexts of both nations. Kristina Llewellyn and Jennifer Llewellyn seek to unveil potentials for relationality in Nova Scotia and Ontario schools. Relationality, as the two researchers discuss, is the core of a restorative approach to education. However, they also argue that spaces for relationality in the two provincial curricula are limited. As a result, they offer teachers' narratives to demonstrate ways educators have created space for restorative principles. These narratives offer ways for schools to engage with relational education communities. Omoregie Edokpavi from the University of Alberta adopts phenomenology to showcase a change in his worldview after taking a course in RJE. This experience of his substantiates the potential impact of RJE in culture change when it is being implemented in educational practices and personal life. Christina Parker and Kathy Bickmore explore the

facilitation of restorative practices in reality. Their writing reflects on how some urban teachers in Ontario engaged diverse students in RJE after participating in professional development on restorative practices. By offering perspectives from international, national and provincial standpoints, this article examines the potential of integrating restorative principles in schools, enriching our conceptions of citizenship education as an inclusive and healing practice.

By exploring citizenship educational practices around the world, the authors of this edition inform us of the importance of considering multiple perspectives to engage with the dynamic and ever-emerging feature of Citizenship and Citizenship Education. Experiences and voices from different stakeholders in the arena of Citizenship Education are being valued by all the researchers in this edition. Consequently, papers in this CERJ edition explore the possibilities of Citizenship Education across the world. These possibilities, researchers have found, remind us of our constant negotiations with rights, responsibilities, diversity, justice and democracy. It is these negotiations that have attracted scholars to the field of Citizenship Education. It is also these negotiations that motivate us to construct a finer citizenship for everyone to live a happy and flourishing life in this world.

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