

Powerful and Distinct: Considering Continuing Themes of Inclusion and Democratic Teaching and Learning in Citizenship and Citizenship Education

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As this edition is being published, some students across North America are immersed in Pro-Palestinian protests on their campuses. These protests offer an example of a heated and complex issue with people holding different perspectives about how to respond as a person, as a community, and as a public. The act of encampment as protest is part of a long tradition of public and youth civic action. Young people and community members attempt to enact change in the government and academic institutions through political advocacy. Similarly, the four papers in this edition of the *Citizenship Education Research Journal*, are tied together by the same core thread—continuity over time. The paper topics connect to two themes that have consistently shown up in CERN scholarship over the last 25 years, as Catherine Broom points out—inclusion and EDID and democratic teaching and learning. Yet the contributions of these papers are also powerful and distinct, building on CERN's founding focus on improving political and social citizenship.

This edition begins with Catherine Broom's overview of the evolving research interests in CERN, which acts as an overarching umbrella paper for the remainder of the publications. Examining the history of submissions to the network over the last 25 years, Broom explores the prominent themes in citizenship and citizenship education in relation to social, cultural, national, and global events and factors. She notes the patterns of continuity and change, from early papers that explore the nature of identity in Canada through to recent scholarship centering the problematics of traditional political/civic citizenship. Broom then summarizes the themes that remain consistent overtime—with many showing up in this edition—encompassing areas such as global citizenship education, inclusion and Equity, Diversity, Inclusion, and Decolonization (EDID), and teaching and learning related to citizenship. Her paper concludes with some compelling questions for consideration for CERN scholarship going forward, such as how citizenship education could move forward from Truth to Reconciliation? Broom's paper serves as a reminder of CERN's early beginnings and poses questions to help citizenship education scholars and educators imagine new possibilities for how to teach about living together, especially as we question the limitations of liberal conceptions of citizenship and consider anti-oppressive understandings that bring justice to equity-deserving groups.

Sofia Noori's paper comes next, centering her scholarship on an equity-deserving group—Canadians with lived refugee experience. She proposes a novel theoretical framework to further understandings about the evolving identities of adolescents and the particular impact on lives of adolescent refugees. Noori's paper connects to one of CERN's consistent themes overtime—that of inclusion and EDID. Yet her unique contribution is powerful and distinct. Noori proposes a neo-third space model to show the development of a healthier identity after a Canadian with lived refugee experience responds to threats to their sense of self and belonging. Noori draws on her articulated model, *Making of an Integrated Identity*, to examine stories of Canadians with lived refugee experiences. She points out how the individuals in focus experience a shattering of the self, capturing their identity crisis and the process of integrating the fragments of the shattered self through artistic means.

Next, Zafer Kuş moves the conversation to Turkey, inquiring how social studies teachers offer democratic learning opportunities to their students. Kuş notes the prominence of teacher-

centered teaching processes, highlighting how the teachers maintain behaviourist pedagogical approaches to social studies, with the teacher holding authority over knowledge and sharing it with students in traditional didactic forms. The teachers in Kuş' study avoid discussions on political topics, stepping around controversial ideas that may introduce conflicting views. His paper ends with a clear call for a comprehensive review of educational policies and practices in Turkey to better align present day practices with democratic ideals. Kuş' paper demonstrates that many teachers do not feel adequately prepared to facilitate and engage in conversations on controversial issues. His paper connects to another consistent theme for CERN overtime—democratic teaching and learning—and reminds us that work is yet to be done in this area and teachers may feel insecurities about, or lack of training in, democratic citizenship education.

This edition concludes with a fourth paper connected to this same continuing theme of teaching and learning about citizenship. In it, Rebecca Evans examines different forms of civic learning in community, making the case that civil society organizations play a significant role in civic education. Reviewing the literature on civil society organizations in Canada, the United States, and Great Britain, she discusses how citizenship education in relation to agency, responsibility, and civic engagement is conceived and enacted in spaces beyond schools, encompassing volunteer organizations, uniformed youth organizations, and youth groups. Evans connects the type of citizenship imagined in these spaces to the underlying political theories they are rooted in, while pointing out the lack of literature on Indigenous forms of citizenship and nationhood within Indigenous communities and colonial spaces. Similar to Kuş' paper, the contribution connects to the same consistent theme for CERN overtime—democratic teaching and learning about citizenship. Arguing that citizenship education is always political in nature, the paper concludes with a reflection on the unique nature of civil society organizations and how they can facilitate learning in community that supports democratic ideals.

Taken together, this issue shows that CERN scholarship continues to connect to early themes present at its inception 25 years ago—inclusion and EDID and democratic teaching and learning. It does so while continuing to evolve understandings of citizenship and citizenship education. Citizenship ideas change, while at the same time maintaining links to past work and ideas in society. The longstanding presence of this issue's themes does not suggest a lack of growth. Instead, it reveals an ongoing dedication to make powerful and distinct improvements to how citizenship and citizenship education are conceived and enacted in educational spaces—be they in academic spaces or the community.