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## Schedule at a glance

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Detailed academic program

Paper session 1 on *Different (valid?) measures of citizenship* – Thursday 13:00-14:30

**Callahan, L.D.** – The impact of community dance on social self-efficacy of underprivileged ethnic minority youth: a quasi-experimental, mixed method approach

**Zegeling, J., Daas, Dijkstra, R., & Hoek, L.** – The relationship between citizenship and personality for students in secondary education in the Netherlands

**Hoondert, K.** – Promoting students to dissent

*Chaired by Prof. Dr. Dimokritos Kavadias*

Paper session 2 on *Teachers' role in teaching citizenship education* – Thursday 15:00-16:30

**Strijbos, J.** – Patterns of Deliberative Communication in Student-Teacher Partnerships

**Pyls, M.** – An 'open classroom climate' as a condition for effective citizenship education. A qualitative study of the perspective of primary school teachers in Flanders

**Teegelbeckers, J.Y., Nieuwelink, H., & Oostdam, R.J.** – How to teach for democracy?: Opening the black box of expert teachers’ teaching methods.

*Chaired by Prof. Dr. Jan Germen Janmaat*

Keynote speech by Prof. Dr. Ellen Claes – Thursday 17:00-18:00

Prof. Dr. Ellen Claes is a member of the center for political sciences at KU Leuven and is specialized in citizenship education and the political participation of young people. In her keynote, she will discuss *citizenship education research in an era of change*. She will outline an overview of citizenship education research and how it inspires new research. In doing so, she will also reflect on the observation that citizenship education research is becoming less evident in the current social and political context.
Keynote speech by Prof. Dr. Bryony Hoskins – Friday 09:00-10:00

Professor Bryony Hoskins has a chair in Comparative Social Science at the University of Roehampton. She is a leading expert on citizenship education specialising in inequalities and political socialisation across Europe and the Middle East. Her latest research project is an EU/UKRI funded project called ‘Gender Empowerment through Politics in Classrooms’ with 6 countries and 7 partners across Europe. In her keynote she will identify how the gender gap in political self-efficacy is enhanced through classroom discussions and then explore how the new EU project will identify ways in which the gender gap can be addressed.

Paper session 3 on *Inequalities in access to citizenship education* – Friday 10:15-11:45

**Krijnen, M.A.** Wansink, B.G.J., van Tartwijk, J., & Mainhard, T. – Teacher behavior and citizenship dynamics in the peer ecology: The role of ethnic classroom composition

**Hu, L.** – Same classroom, different citizenship learning opportunities. Children’s experiences of the disparate workings of the school as a practice place

**Kempner, I.** & Janmaat, J.G. – School councils across Europe: Democratic councils or exclusive clubs?

*Chaired by Dr. Joke Matthieu*

Paper session 4 on *large scale quantitative studies of students’ citizenship competences* – Friday 12:30-14:00

**Hoskins, B.** Carrasco, D., & Mara, A. – Understanding gender inequality in political self-efficacy in early adolescents: different measures, different gender gaps

**Hoek, L.** Slijkhuizes, E., Munniksma, A., & Dijkstra, A.B. – Understanding effective citizenship education in special needs education: Comparing regular primary education with special needs primary education

**Karkdijk, E.** Daas, R., ten Dam, G., & Dijkstra, A.B. – A person-centered perspective on adolescents’ civic engagement and the role of macrosocial worries.

*Chaired by Dr. Remmert Daas*

Paper session 5 on *Investigating the effectiveness of citizenship education lesson programs* – Friday 14:30-16:00

**Klaver, L.** – Attitudes toward socioscientific issues as outcome of citizenship education

**Uyttendaele, L.** – The effects of voting advice applications on pre-voters’ sense of political trust

**Coopmans, M.** van der Veen, I., & **Daas, R.** – Critical-democratic citizenship in Dutch tertiary vocational education: Analyzing opportunities for growth

*Chaired by Prof. Dr. Jan Germen Janmaat*
Callahan, L.D. – The impact of community dance on social self-efficacy of underprivileged ethnic minority youth: a quasi-experimental, mixed method approach

The focus of this paper is on the ways social dynamics within the informal learning environments of community dance programmes impacted development of self-efficacy amongst ethnic minority youth from deprived areas in London, UK. The findings in this paper are based on a recently completed PhD that used Wenger's community of practice framework, Kolb's learning cycles, and Bandura's social cognitive theory to examine how participation in community dance programmes impacted social emotional learning of underprivileged ethnic minority youth. Specifically, this study used a quasi-experimental, mixed-method approach to investigate whether a causal link could be drawn between programme participation and improvements in self-esteem, social self-efficacy, social strengths and difficulties, and collaboration – competencies that support and empower disadvantaged young people subjected to inequalities in social and political engagement. Participants who completed community dance classes over 12-weeks were compared to a non-participating control group. The Self-Efficacy Questionnaire for Children was used to quantitatively assess social self-efficacy. T-tests and a difference-in-difference analysis were conducted to detect changes in scale scores and estimate causal effects. Qualitative data from class observations, focus groups, and semi-structured interviews was analysed to elucidate participants’ experiences in the programmes. Quantitative and qualitative data were triangulated to examine if and how participants experienced changes in self-efficacy. Quantitative results for social self-efficacy improved but not significantly, and qualitative findings suggest participants gained overall confidence and abilities to socialise, make friends, overcome shyness, and perform in front of others through mastery experiences, embodied learning, and legitimate peripheral participation. Differences in quantitative and qualitative results were due to a mismatch between what the scale measured and the actual learning that took place and changes in only one of the four dimensions theorised to enhance self-efficacy.

Zegeling, J., Daas, Dijkstra, R., & Hoek, L. – The relationship between citizenship and personality for students in secondary education in the Netherlands

With a growing need for social cohesion and resilient democratic societies, education throughout Europe is becoming increasingly focused on improving students’ citizenship competences. To promote citizenship competences, it is important to have a clear understanding of students’ citizenship competences and what student characteristics might be related to citizenship competences. Previous research indicates a relationship between personality traits and citizenship competences. A better understanding of the relationship between these concepts might have implications for the research and education of citizenship competences.

The current study therefore focuses on the question: To what extent is there a relationship between personality traits and citizenship competences of secondary school students? 1032 students from five secondary schools in the Netherlands participated in a survey on their citizenship competences and personality traits. Students were aged between 11-17 years and were in the first, second or third year of secondary education. The survey assessed the Big Five personality traits (extraversion, neuroticism, openness, conscientiousness, and agreeableness) and students’ citizenship knowledge and attitudes based on four social tasks: acting democratically, acting in a socially responsible manner, dealing with conflicts, and dealing with differences.

Personality traits showed small to non-significant relations with citizenship knowledge. However, as we had hypothesised, they showed a stronger relation with citizenship attitudes. The personality traits openness and agreeableness had the strongest relationship with citizenship attitudes, with openness explaining 14.3% of variance in students’ citizenship attitudes.
These results show there is a relationship between personality traits and citizenship competences, and this relationship differs between personality traits. Scientific implications of these findings point to the importance of conceptual clarity of citizenship competences and its measurement. For schools, these findings raise questions on the extent to which citizenship attitudes are stable or malleable, and what this means to the formation of citizenship attitudes and the role of education.

Hoondert, K. – Promoting students to dissent

Dissent is a vital part of a good and functioning just democracy (Stizlein 2015). To dissent, individuals have to consciously adopt a critical position, based on principled objections to or even disapproval of a majority position [that is not necessarily good or just]. Dissent can even imply a willingness to be civilly disobedient if necessary (Merry 2021) and so reshape democracy.

However, dissent is barely a goal nor an important part of civic education in the Netherlands (Merry 2021). Citizenship education generally rewards students who demonstrate both moral and intellectual conformity and can be seen as a tool of the elite (Merry 2020). As such, instead of promoting dissent in education, contributing to a just democracy, current citizenship education reproduces and even exacerbates social differences in society (Nieuwelink 2019). Research on dissent, while in its infancy, is therefore extremely relevant.

Little is known about the way(s) teachers promote dissent in schools. This study aims to give insight in the practice of ‘expert’ teachers who actively promote students to dissent, and to explore question whether teaching practices in different educational tracks.

We conducted 90-minutes in-depth interviews with thirteen Dutch social science teachers identified as ‘experts’ in promoting dissent. We analyze the data thematically.

First findings are that teachers promote dissent by analyzing power structures and develop critical thinking, but are reluctant to incite active dissent. This reluctance stems from awareness that teachers themselves have power in their classroom. Teachers report specific ways to balance these different goals. Teachers also report different working methods to promote dissent, and report to promote dissent in similar ways regardless of moral or political direction. Findings can be used by teachers and teacher educators to promote (active) dissent.

Strijbos, J. – Patterns of Deliberative Communication in Student-Teacher Partnerships

A core element of student-teacher partnerships, a form of student participation, is their dialogical nature. However, little research attention has been paid to communication in this context. Therefore, this study aims to gain an in-depth understanding of the deliberative communication patterns in student-teacher partnerships. Seventeen deliberative episodes, derived from two cases of partnering, where students and teachers collaboratively participated in a year-long inquiry project, were subjected to a two-stage analysis: a within-case analysis to determine the structure, function, features, and content of each unit of deliberation, and a cross-case analysis to iteratively compare both cases. The study reveals that in these deliberative discussions (1) students and teachers frequently and equally formulate substantive contributions or arguments, (2) they adopt four argumentative strategies: construction, confirmation, problematization, and regulation, (3) alternating use of the different argumentative strategies leads to more substantive and candid discussions, and (4) there is a need for moderating interventions. These findings call for reflection on the teachers’ role when partnering, more specifically on how to facilitate deliberative communication without compromising on the authenticity between teachers and students.
Pyls, M. – An 'open classroom climate' as a condition for effective citizenship education. A qualitative study of the perspective of primary school teachers in Flanders

An 'open classroom climate' (OCC) - in which students can openly discuss political and social issues and respect diverse opinions - is positively associated with a number of civic development outcomes. The role of teachers in creating such an OCC is fundamental. In recent studies, however, OCC is mainly measured via individual students' perceptions. While this approach is certainly valuable, it has led to a research gap regarding teachers' actual actions to foster OCC practices.

The present study addresses this lacuna by examining how teacher competences can contribute to creating an OCC in third-grade primary education. For this purpose, teacher competences were identified that create an OCC that could lead to effective citizenship education. A qualitative research design was applied in which semi-structured interviews were conducted with three lecturers, three pedagogical staff members and eighteen third-grade primary school teachers. The data were processed using thematic analysis. This was supplemented by structured non-participatory classroom observations of three different teachers by means of video recordings and an observation schedule.

The results showed that the identified teacher competences can be divided in three categories: (1) knowledge, (2) skills and (3) attitudes. How and which competences can contribute to creating an OCC depends on the teacher and the context, meaning that no uniform approach exists. The data analysis demonstrated that thirteen teachers effectively considered their class to be a democratic class. Noteworthy in this regard is that the arguments cited in support of that statement relate only to giving students a voice in practical and organisational matters, instead of e.g. learning content. In sum, the respondents are generally positive about an OCC in primary education. Teachers clearly associate OCC with the development of citizenship education.

Teegelbeckers, J.Y., Nieuwelink, H., & Oostdam, R.J. – How to teach for democracy?: Opening the black box of expert teachers’ teaching methods.

Education in general and teachers in particular play an important role in the democratic development of adolescents (Keating & Janmaat, 2015; Martens & Gainous, 2013). Different teaching methods can be effective in teaching various democratic competences (Teegelbeckers et al., 2023; Willeck & Mendelberg, 2022). But how are these teaching methods implemented by teachers? And why do they implement it that way? In this study, we interviewed 20 "expert teachers" in secondary and vocational education. The teachers were interviewed about their learning goals regarding parliamentary democracy, the teaching methods they argue to be most effective, and how they implement the methods in terms of interaction, teacher/student-regulation and classroom climate.

The results show that most teachers find instruction and classroom discussions effective teaching methods. In addition, teachers implement assignments, small group discussions, projects, and simulations. The way to make these teaching methods effective is to first teach a knowledge base. Next, students can learn from different perspectives, experiencing decision-making, solving problems, reflecting on arguments, and having an impact in school. In this process, the teacher helps students listen to the opinions of fellow students or opinions in society. In doing so, students discover the underlying values of opinions. As a result, students begin to see those opinions as legitimate, even though they may disagree with them. Teachers also indicate that a certain degree of student independence, support through feedback, and connection to students’ lived world are important. Implementing these approaches would make students more politically engaged and open to shared democratic solutions.

The teaching methods indicated by the expert teachers correspond to those described in the research field (Teegelbeckers et al., 2023). More clearly than existing research, however, expert teachers provide insight into how instruction, discussion and other teaching methods are carried out, and how students are guided in them.
Krijnen, M.A., Wansink, B.G.J., van Tartwijk, J., & Mainhard, T. – Teacher behavior and citizenship dynamics in the peer ecology: The role of ethnic classroom composition

In this study, we aim to investigate how everyday teacher practices affect classroom citizenship behavior and how these associations might be different in more or less ethnically diverse classroom contexts. Elementary classrooms serve as practice grounds, where teachers monitor how children enact citizenship in the peer ecology. Indeed, everyday behaviors between peers, such as cooperation, listening, and conflict resolution, align with international goals on citizenship education. Teachers can foster peer behavior through teacher support, but they may also unconsciously hinder this through conflict or differential supportive teaching. Moreover, teacher practices may have a stronger impact on citizenship in ethnically diverse classrooms, because diverse contexts offer opportunities for creating positive relations between children of different backgrounds, however, it also potentially increases tensions. We therefore investigate the associations between teacher support, conflict and differential supportive teaching, and classroom citizenship behavior (i.e., cooperation, listening to each other, conflict resolution) over time. Moreover, we investigate how ethnic diversity moderates these associations. With this study, we propose an interpersonal approach of teaching citizenship as an important avenue for teachers to integrate attention for citizenship learning in their everyday teaching practice.

Data was collected among 78 school classes (grade 4-6, 1639 students). Teacher support and conflict are measured by aggregated scores of child reports of their relationship with the teacher. Classroom citizenship behavior is measured by density and centrality scores on peer-perceived cooperation, listening, and conflict resolution. Ethnic diversity is operationalized as the relative share of different ethnic groups in one classroom (i.e., Herfindahl Index). Longitudinal multiple regression analyses are used to test our hypotheses on the direct effects of teacher practices on classroom citizenship behavior and a moderation effect of ethnic diversity. Because we are in the process of preregistering this study, we cannot present preliminary results in this abstract yet.

Hu, L. – Same classroom, different citizenship learning opportunities. Children’s experiences of the disparate workings of the school as a practice place

Research has stressed the need to address inequalities in young people’s citizenship learning. However, much remains unknown about how these inequalities develop in practice. This study therefore approaches schools as practice places for citizenship, where a multitude of citizenship learning opportunities are embedded in everyday interactions within the school community. As some students are found to benefit from these learning opportunities more than others, understanding how students perceive those opportunities is essential. Hence the research question driving this qualitative case study is: how do civic self-efficacy and sense of belonging influence children’s experiences of their school as a practice place for citizenship?

Since little is known about younger children’s access and use of citizenship learning opportunities, a child-centred study was conducted at two Dutch primary schools. Visual-aided interview methods were designed in order to invite children’s own reference frames and allow sensitive experiences to emerge, especially those of children in marginalised positions. This methodology understands children as legitimate social actors and addresses power differentials between adult/researcher and child/participant.

The narratives resulting from these interviews illustrate the differential workings of the school as a practice place. They demonstrate how citizenship learning opportunities may be distributed in inequitable ways, as these seem primarily accessible to children who already occupy more established positions within the school community. Indeed, in these cases, children’s civic self-efficacy and sense of belonging appear to condition their individual access and use of citizenship learning opportunities. For instance, some children experience the classroom climate as highly open, while others in the same classroom do not and therefore abstain from valuable opportunities. These
accounts provide insights into how, why and when children may be bolstered or hindered in specific aspects of their citizenship learning. Based on these findings, this study puts forth recommendations for more equitable citizenship learning in schools.

Kempner, I., & Janmaat, J.G. – School councils across Europe: Democratic councils or exclusive clubs?

Youth political engagement is high on the agenda of governments across Europe in the face of a perceived decline in political participation amongst young people. School councils offer a democratic decision-making forum for students at school and they have been shown to significantly boost the future participation levels of these young people. However, students do not have equal access to this valuable form of political learning and we therefore devote this presentation to the question of what drives these inequalities. We draw on several theoretical perspectives applying to different levels of analysis to identify the factors that influence both the availability of and individual participation in school councils. These include the capabilities and social reproduction perspectives at the individual level, the school status and school composition arguments at the school level and the political regimes perspective at the national level. We use data of the 2009 International Civic and Citizenship Education Study (ICCS) and apply multilevel analysis to assess how these factors shape access to school councils. The results reveal worrying inequalities based on the socio-demographic characteristics of pupils: students of privileged social backgrounds are much more likely to take part in school councils, as are students of the native majority. School and national factors also play a role: there are significantly more school councils available in schools with a privileged intake than in schools with a concentration of students from disadvantaged backgrounds. The availability of school councils is also significantly lower in Mediterranean countries and in countries with a conservative political culture. Political inequalities will be perpetuated if the influence of these factors on access to school councils is not reduced.

Hoskins, B., Carrasco, D., & Mara, A. – Understanding gender inequality in political self-efficacy in early adolescents: different measures, different gender gaps

There is a persistent gender gap in levels of political efficacy within the adult population across most western countries including Europe and North America (Fraile and de Miguel, 2019). This gap in political efficacy can be identified in the youth population in national studies (Arens, & Watermann, 2017) and national longitudinal studies that show that this gap increases between the ages of 11-16 (García-Albacete and Hoskins forthcoming). However, this same gender gap cannot be found in recent IEA ICCS (2016) studies. This paper explores how self-efficacy is measured within the IEA Citizenship studies and how this has shaped the current international and comparative knowledge base on gender and political socialisation. The paper returns to the ICCS 2009 study to investigate the two scales that were used then to measure political efficacy: INPOLEF an internal political efficacy measure more closely associated with the mainstream political science approach and CITEFF a citizenship self-efficacy scale that draws more from the political psychology/education traditions. We note from reviewing the items that the major difference between these two measures is the focus of INPOLEF on politics and on knowledge and understanding in contrast to CITEFF which has almost no mention of politics and focuses on reporting on behaviours that are political.

Using regression models with survey design per country, we estimate the different national gender gaps in political efficacy for all the countries that participated in ICCS 2009 for the two scales. We find that the gender gap found in the adult population for the internal political efficacy scale is apparent within the measure of INPOLEF internal political efficacy and this correlates with national comparative measures of gender inequality. In contrast, CITEFF the citizenship self-efficacy scale, the differences between boys and girls are very small and where there is a difference girls, more frequently than not, have more confidence than boys. Why the word politics within the items and/or the reference to knowledge and understanding reduces girls’ self-efficacy compared to behaviour is at this point unknown and requires more research.
The additional challenge for current knowledge on gender and political socialisation is that the
internal political efficacy scale was dropped in ICCS 2016. This has meant that the main current
international study on young people and citizenship is limited in terms of being able to provide
knowledge on how to tackle the development of the gender gap on internal political efficacy.

Hoek, L., Slijkhuis, E., Muniksma, A., & Dijkstra, A.B. – Understanding effective
citizenship education in special needs education: Comparing regular primary education
with special needs primary education

Research conducted in regular primary education (RPE) identified characteristics of citizenship
education that promoted civic learning outcomes, such as a positive teacher-student relationship and
an open classroom climate for discussion. In schools for special needs primary education (SNPE),
such insight is missing. The exception is a descriptive study among Dutch students in SNPE in 2021,
which found that students in SNPE generally obtained lower scores on citizenship competences than
students in RPE.

This finding was the starting point of this study, which examined the following research questions:
To what extent are characteristics of citizenship education different in SNPE versus RPE? To what
extent is attending SNPE associated with citizenship competences in terms of knowledge, skills, and
attitude? To what extent do characteristics of citizenship education moderate the relationship
between attending SNPE and citizenship competences in terms of knowledge, skills, and attitude? To
do so, multilevel analyses based on 3782 students in 179 schools were conducted.

The results show that, on average, students in SNPE obtained lower scores on civic knowledge, self-
estimated skills, and attitude. In addition, students in SNPE experienced the classroom climate to be
more open to discussion, but also more unsafety in the school environment and more negative
relationships with their teachers and peers than students in RPE. An alternative interpretation of the
interaction effects, in which attending SNPE was considered the moderator, indicated that in most
cases, the relationship between characteristics of citizenship education and citizenship competences
of students did not change based on whether students attended SNPE. This study is one of the first
to provide insight into the characteristics and learning outcomes of citizenship education in SNPE and
sets a foundation for further research in this field.

Karkdijk, E., Daas, R., ten Dam, G., & Dijkstra, A.B. – A person-centered perspective
on adolescents’ civic engagement and the role of macrosocial worries.

Theoretical background. We build upon previous studies that used person-centered analyses to
investigate patterns of civic engagement among adolescents, highlighting the importance of going
beyond dichotomous active/passive distinctions, e.g. [1, 2]. Moreover, we draw upon the assumption
that adolescents are active agents in their own socialization [3]–[5]. Adolescents’ macrosocial
worries - worries about threatening events on macrolevel life domains [6] – are expected to be
related to their civic engagement [7]–[9]. Macrosocial worries could evoke feelings of responsibility
and may activate adolescents [10], however, it could also create feelings of powerlessness [11].
Including citizenship knowledge improves interpretation of the association between macrosocial
worries and citizenship orientations.

Research questions. a) Which citizenship orientations can be distinguished among Dutch adolescents,
based on sociopolitical interest, civic participation and political trust? b) In what way are adolescents’
macrosocial worries related to these different citizenship orientations? c) To what extent is the
relationship between macrosocial worries and citizenship orientations moderated by citizenship
knowledge?

Data and methods. We will use data of the International Civic and Citizenship Education Study (ICCS)
2022 in the Netherlands. The target sample size was 3000 students in the second grade of secondary

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Latent Class Analysis will be used to create classes based on three indicators: social-political interest, citizenship participation and political trust. Students’ perceptions of threats to the world’s future, their expectations of the future of Europe and their civic knowledge will be included to predict class membership. Since the ICCS 2022 data are not available yet, the study design would be presented during the conference. Presenting and discussing the study in this phase could be a great opportunity to integrate valuable ideas and feedback of other researchers in the field of citizenship education research.

Klaver, L. – Attitudes toward socioscientific issues as outcome of citizenship education

The project ‘Working together towards scientific citizenship’ involved upper primary school students in the Netherlands, learning about and discussing various socioscientific issues (SSI), such as those related to the textile industry, energy transition, and wastewater. Through discussion about SSI, students not only learn about science, they also practice citizenship competences such as argumentation, perspective taking, thinking together, and making decisions. Additionally, engagement with SSI is seen as an important citizenship goal of SSI education. The Pupils’ Attitudes towards SSI (PASSI) questionnaire was administered to the treatment group (n = 236) and control group (n = 192) prior to and after SSI lesson series. The questionnaire measured attitudes that are indicative of engagement with SSI.

This study was premised on the assumption that the resources that students bring to SSI-based lessons vary. Some students regularly read the newspaper, watch the news, and engage in discussions with friends and family about world issues, while others do not. Therefore, we not only investigated the effects of SSI-based teaching on students’ attitudes toward SSI but also investigated whether the effects depend on students’ use of sources of knowledge profiles.

Multilevel analyses with attitudes towards SSI as outcome showed that SSI-based teaching had a positive effect on students’ feelings of collective efficacy. No effects were found on the other seven attitude components. Use of sources of knowledge profiles moderated the effect of condition on self-efficacy and—depending on the type of analysis—on personal relevance, positive feelings, and collective efficacy. These moderation effects suggest that SSI-based teaching mainly positively impacts the attitudes of students that had low use of sources of knowledge about SSI before the intervention. We discuss the implications of these results for SSI education, considering whether it is appropriate to set attitudes toward SSI as learning objective of citizenship education.

Uyttendaele, L. – The effects of voting advice applications on pre-voters’ sense of political trust

The Test électoral éducatif is a Voting Advice Application (VAA) that provides citizens with personalized information about their ideological profile by comparing their positions on a selection of political issues with those of political parties. While several scholars agree that VAAs are interactive tools to assist young people in familiarizing themselves with political issues and ideological positions and can be used as a teaching resource for citizenship education, field research examining the effects of VAAs on young people particularly is lacking.

This study therefore aims to answer the following research question: To what extent does the use of a VAA in the classroom impact pre-voting citizens’ sense of political trust? This research draws primarily on research in political socialization, education, and political science. In order to isolate the effect of the use of a VAA from other variables in a natural classroom setting, we set up an original and replicable experimental design. The experiment takes place in natural classroom or computer room settings with 5th and 6th year secondary pupils in schools all across Wallonia (Belgium). Data collection was carried out in three waves, from January 20th to April 3rd 2020.
Our experimental study allows to disentangle three kinds of VAA effects: the statement effect — the effect resulting from the simple exposure to VAA statements; the advice effect — the effect resulting from receiving voting advice related to the VAA use; and the match effect — the effect resulting from the matching of the advice with the user’s prior party preferences (incongruent, congruent, or activating advice). The results of comprehensive analyses show that VAA use in the classroom builds up pupils’ political trust.

Coopmans, M., van der Veen, I., & Daas, R. – Critical-democratic citizenship in Dutch tertiary vocational education: Analyzing opportunities for growth

In many European countries, schools have been tasked to promote development of critical-democratic citizenship competences. Previous studies suggest that in secondary education, students in vocational tracks receive less opportunities to practice with critical-democratic citizenship competences – such as the ability to think critically and uphold (social) justice – than students in academic tracks (Leenders et al., 2008; Nieuwelink et al., 2019).

Building upon the rapidly increasing knowledge base on citizenship in secondary education (Coopmans et al., 2020; Isac et al., 2014; Reichert & Print, 2018), the present study analyzes the role of critical-democratic citizenship education in tertiary vocational education and training (VET). Utilizing questionnaire data collected in 2021 amongst 350 Dutch VET-students, a structural equation model was constructed in which we conjointly studied to what extent differences in students’ societal awareness and sound opinion forming are associated with students’ experiences regarding the curriculum content, openness of the classroom climate, autonomy and structure provided by the teacher and intrinsic value of the experienced citizenship education.

Students who indicated to have learned more about societal awareness also reported more positive attitudes on this topic. Moreover, both the intrinsic value of citizenship education and – to a smaller extent – the autonomy and structure offered by the teacher were related to students’ societal awareness. For the classroom climate only a small indirect effect was found, deviating from earlier studies.

We found no effects of the experienced curriculum content on students’ attitudes towards sound opinion forming. Of the three pre-conditions, only intrinsic value was associated with students’ attitudes towards sound opinion forming. These results offer important practical implications to further improve opportunities for critical-democratic citizenship in VET. In particular the role played by the intrinsic value of citizenship education is relevant to consider, as this element is often neglected in studies on citizenship education.