STRAND 3
Theme C
The arts and media – citizenship and education in society

CiCe5
Strand 3C
Number of members: 3

Start Date	1 October 2011	End date	30 September 2014
Outline	Arts and media education are important to identity formation and active citizenship (UNESCO 2008; Council of Europe 2008). Citizenship education must include not only social and natural sciences, language, informatics and math, but art and art education as well. Understanding of cultural modes of living, history, ideologies, shared meanings, problems and expectations of peoples, must not be a single cognitive exercise, it also involves emotions and feelings (empathy, pleasure, attraction…) and the language of arts is a strong tool to widen the emotional side of learning. A critical approach of citizenship, identity, Heritage and Creativity/ Innovation can be done with a focus on any form of art, in order to challenge learners to think, reason and understand the world where they live and the complex texture of relations between peoples, groups and cultures. Through the intersection of art education and citizenship education, a vast assembly of general and specific topics might be studies and learned.		

The work of the group aims to highlight the role and value of art as a fundamental resource for Citizenship Education; to produce a range of resources and learning materials based on the use and familiarity with art expression, products of art of diverse backgrounds and artistic tangible and intangible patrimony; and to support trainers in the field of Education and teacher training, by offering them a ready to use list of resources.

Three publications:

Year 1: A Guide on how to use art in citizenship education Print and On-line booklet (7000 words) on the use art in citizenship education.
- A rationale and evidence guidance to be offered.
- Selected teaching materials, for use in university courses and formal and informal educational settings.
- Guiding notes, tips, strategies and useful links should be added.
- A range of resources that are available, and of how to use them to support citizenship and identities teaching and courses.
- To include examples from different forms of artistic expression and interdisciplinary approaches, including art.

Year 2: A Guide on how to use movies and stills as teaching/ learning resources. Print and On-line booklet (7000 words) on the use art in citizenship education.
- A selected list of European movies about Europe and citizenship (including global citizenship)
- A taxonomy on how to analyse the movies and the pictures from the point of view of citizenship education (including: dimensions of cultures, attitudes towards the immigrant, the other, own group of belonging, majority-minority relations)
- Guiding notes, tips, strategies and useful links should be added.
- Lesson plans using the selected movies and pictures.
- [*It is important to select feature movies (or short documentaries, photos, etc) from alternative, independent and non-mainstream film industry, in order to represent properly the diversity of voices and visions of various groups in Europe*.]

Year 3: A Resource Guide on art projects/products for a socially sustainable society
- A selected list of projects for the integration and positive visibility of minorities
- Examples of projects (regional, national or international level) that succeed to gather the efforts of groups and communities for common goals and social cohesion: creative cities, intercultural festivals, interethnic projects, community building through art, inclusive architecture, intercultural exhibitions, modern expressions rooted in old traditions, styles that result from fusion of elements from different cultural backgrounds (in fashion, painting, music…)

A list of questions, lesson plans and strategies to use the case studies in formal and informal citizenship education.

Tasks	*Produce Guidelines (7000 words on-line and hard copy) on how to use art in citizenship education* *Produce Guidelines (7000 words on-line and hard copy) on how to use movies and stills as teaching/ learning resources* *Produce Resource Guide on art projects/products for a socially sustainable society* *Establish and maintain, in consultation with LondonMet staff, a Sustainable Society Special Interest Group forum on the CiCe website* *To contribute a progress update to the CiCe newsletter* *To produce and present a poster on the groups activities at the 2012/13/14 CiCe conference.* *Minute all meetings (action points) and submit to CiCe office*
Quality Assurance Milestones	- November 2011: planning meeting - December 2011: establish SIG - May 2012: present progress at conference (poster) - July 2012 submit final draft of Year 1booklet - November 2012: planning meeting, establish mechanisms to survey CiCe members to gather data on projects (booklet Y3) - May 2013: present progress at conference (poster) - July 2013 submit final draft of Year 2 booklet - November 2013: planning meeting - May 2014: present progress at conference (poster) - July 2014 submit final draft of Year 3 booklet
Group members	*Nilüfer Pembecioğlu* works in the field of media education at the University of Istanbul. She has published widely on the subject in relation to citizenship education *Hugo Verkest* has been engaged in the education of teachers of citizenship education in Belgium for many years, he has particular expertise in the use of multi-media in teacher education. *Andri Savva teaches Art Education, at the Department of Education, University of Cyprus. Her research work draws attention on a broad theoretical framework of art education, with a special interest in contemporary art education, addressing issues of identity through the use of critical place-space approaches.*
EC member responsible	Susana Gonçalves
Meetings	(1) The annual CiCe Autumn Seminar meeting (2) The annual CiCe Conference meeting and pre- conference meeting You will also be expected to participate in at least two other virtual working group meetings per year, as arranged by the group.