

Editorial Introduction

This is the fourth annual CERN journal to be compiled from the work of educators and researchers in the field of citizenship education. Rethinking global citizenship and educating involved, aware and responsible citizens at the global, national, and local level are the main concerns of the authors in this edition. Educating citizens who are aware of social issues and global responsibilities is valued in 21st century's education. Educational systems are attempting to consider social responsibilities and global awareness as required 21st century's skills and integrate them into the curriculum. This collection of papers examines the meaning of global citizen in the North American context as well as the opportunities and challenges that transnationalism brings to the multicultural and globalizing society of Canada. It also explores historical and contemporary trends, changes, and issues of citizenship education curricula in Canadian educational settings. This fourth annual edition includes six peer-reviewed papers and a 'point of view' paper by one of the authors.

In the first paper, using a model of global citizenship by Shultz (2007), Lynn DeCaro critically explores the way Free The Children (FTC) - a youth-driven NGO that calls on participants to become global change makers- uses global citizenship and positions its participants as 'global change makers'. Based on FTC's promotional on-line materials, she has employed a critical rhetorical analysis of 'global citizen' and argues that the organization implicitly intends to promote good feelings among the helpers and volunteers and positions Northerners as 'saviours' of the impoverished people in the South. Youth have not been challenged to question their own complicity.

Yao Xiao and Naomi Lightman further explore the notion of transnationalism as a social phenomenon and its influence on educational experiences in Canadian multicultural public and private schools. According to UNESCO's definition, transnationalism refers to "multiple ties and interactions linking people and institutions across the borders of nation-states." Transnationalism ties closely to globalization- the rapid expansion of cross-border transactions as well as less distinct boundaries between nation-states. Drawing from a cultural studies framework, Xiao explores Chinese-Canadian citizenship in Vancouver, Richmond with a long history of Chinese settlement and a majority population of Chinese in the area. In the paper entitled Radical Feelings in the Liberation Zone, through a textual analysis, he argues that Chinese pride indicates different Chinese-Canadian citizenship claims. Multiculturalism has gradually become dominant and Chinese immigrants have sustained a strong sense of Chinese identity in Canada over time.

Lightman's focus is on transnationalism and schooling in The Greater Toronto Area (GTA), where both wealthy and impoverished immigrants live and often seek the benefits of a Western education. She analyses how the transnational connections of secondary school students affect teaching practices in both public and private schools in GTA. She discusses that students' transnational ties to the places of origin are not invisible to teachers; teachers generally saw those connections as elements of diversity in their classrooms; however, they occasionally had stereotypical views about students' prior schooling. Providing teachers with appropriate resources and supporting them to apply them will definitely improve their perceptions, attitudes, and beliefs about global citizen education.

In the next peer-reviewed paper, Douglas Fleming examines citizenship education for immigrants with a specific focus on the Canadian Language Benchmarks (CLB) in the context of national language programming. Citizenship education for immigrants includes learning the nation-state's official language as well as cultural values. Fleming makes a case

for better understanding of the curricular practices of Second Language Education (SLE). He argues General Education concepts include a hidden curriculum (Jackson, 1968) and that SLE curriculum is best understood as a complicated conversation (Pinar, 2012). According to the author, exploring the hidden curriculum reminds educators that the CLB have been designed for more than simply teaching English; it is designed additionally to acculturate immigrants into Canadian citizenship.

Policy makers, curriculum developers, researchers, and teachers have been investigating how citizenship education should be taught in recent years. All provinces in Canada have made some form of citizenship education an important part of their core curriculum for students. Researchers have been evaluating curricula and teaching practices in order to reinforce the positive features of citizenship education and also address its existing challenges within educational settings. In the next paper of this collection, Catherine Broom and Ronald W. Evans compare the history, trends and conceptions of social studies curriculum in two nations- Canada, BC and the United States- over the last century. They explore the impact of political, social, and economic contexts on changes to social studies curricula. Broom and Evans conclude that social studies is a living subject and socio-economic conditions can lead to curriculum changes.

In recent years, the Quebec Ministry of Education has tried to move toward a broader understanding of Canadians and their multifaceted histories. A key component of this understanding includes fostering a better understanding of Aboriginal peoples and their contribution in Canadian history. At a provincial scale, Anthony Di Mascio examines representations of Aboriginal peoples among secondary school textbooks used in the Quebec History and Citizenship curriculum. Using linguistic intergroup bias theory Di Mascio highlights the biased language and the ideological impact that such language can potentially have on students in Quebec. He concludes that, despite the efforts to revise representations of Aboriginal people in the province, Quebec History and Citizenship textbooks still maintain stereotypes and they need to be revised with the aim of eliminating those biases.

In a 'point of view' paper at the very end of this collection, Douglas Fleming responds to an official at the CLB's comments on one of the qualitative studies he conducted. In that study, Fleming criticized the way citizenship was conceptualized within the CLB. In the paper, he also emphasizes the nature of qualitative research and the value of academic freedom as a right for scholars to the pursuit of truth through research.

To conclude, this journal edition critically explores aspects of global citizenship within formal and informal educational settings. The papers consider the notion of global citizen and the existing status of transnationalism in Canadian cities. They also address issues related to official curricula. The scholars aim to remind us -as scholars and educators- of the potential value, as well as existing issues, surrounding citizenship education in the era we are living in. They look for possible ways through which learners of all ages can be provided with rights, knowledge, and skills that are based on respect for human rights, social justice, and cultural diversity and that also develop learners' empathy in their local, national, and global communities.

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