CONSTRUCTING WORLD CITIZENSHIP IN THE YOUTH NARRATIVES – A PRELIMINARY CASE STUDY
THE PURPOSE OF THE PRESENTATION

• to interpretate the orientation of citizenship of the youth
• to explain some features of the intellectual autonomy of 8th grade students
• The presentation is a part of pluricultural research.
• the premises of my presentation

• from 6th to 10th grade (N=235)

• the Indentity questionnaire
  • 9 scales including 119 items
  • 10 themes
  • 9 aspects
  • summative rating scale
KNOW ID PROJECT

• Who am I?
  • 6 statements 1 – 5 (I don’t agree at all – I agree always)
• What kind of person are you?
  • 10
• How do you experience your life?
  • 5
• In what ways do you think of yourself in various situations?
  • 18
• How do you experience the world around you?
  • 23
• What kind of pupil are you according to your teacher’s opinion?
  • 15

Each student had to evaluate his/her progress in nine teaching subjects including history.
KNOW ID PROJECT

in addition:
• the story “Who am I?”
• Mind map consisting of issues like personally meaningful places and people
• Future oriented essays about hopeful activities and experiences

• identities from a narrative point of view
IDENTITY IN THE HISTORY AND CITIZENSHIP EDUCATION CONTEXT

• three layers: individual; social / national; cultural / communal/world
• union between identity and experiences
• individual - communal - historical identity
• identities - constitution of self
• the Finnish national identity
• from state citizenship to cultural citizenship
EMPIRICAL PART

- the 8th grade
- 20 pupils
- the indentity questionnaire
  - How do you experience the world around you?
  - Evaluate yourself in history.
EMPIRICAL PART

• How do you experience the world around you?
  • I am interested in the Finnish issues.
  • A computer and the Internet keep me up-to-date
  • I am an important part of the world around me.
  • I am able to influence world matters.
  • I often look for knowledge in the Internet.
  • The Finnish nationality is a positive value.
  • I keep following current issues taking place in the world.
  • I don’t believe the events of the world have any effect on my life.
  • I don’t use the Internet at all.
  • I feel myself really Finnish.
  • I would like to travel to various countries.
  • I have met people like me in the Internet around the world.
Classifying of the statements:

A
- national
- the World
- instrumental

B
- Ethnical
- Existential
- Active
- Intellectual
• How do you experience the world around you?
  • I am interested in the Finnish issues.
  • A computer and the Internet keep me up-to-date
  • I am an important part of the world around me.
  • I am able to influence to the world’s matters.
  • I often look for knowledge in the Internet.
  • The Finnish nationality is a positive value.
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  • I don’t use the Internet at all.
  • I feel myself really Finnish.
  • I would like to travel to various countries.
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EMPIRICAL PART/ WORLD

• How do you experience the world around you?
  • I am interested in the Finnish issues.
  • A computer and the Internet keep me up-to-date
  • I am an important part of the world around me.
  • I am able to influence world matters.
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EMPIRICAL PART

• How do you experience the world around you?
  • I am interested in the Finnish issues. e & i
  • A computer and the Internet keep me up-to-date i
  • I am an important part of the world around me. ex
  • I am able to influence world matters. a
  • I often look for knowledge in the Internet. i
  • The Finnish nationality is a positive value. e & ex
  • I keep following current issues and news taking place in the world. i & a
  • I don’t believe the events of the world have any effect on my life. ex
  • I don’t use the Internet at all. a
  • I feel myself really Finnish. e & ex
  • I would like to travel to various countries. a
  • I have met people like me in the Internet all over the world. a
EMPIRICAL PART/ SELF EVALUATION IN HISTORY

- The girls: 1, 5, 4, 1, 3, 4, 4, 1, 3, 1, 3, 5 = 12
  - $5 = 2$, $4 = 3$, $3 = 3$, $1 = 4$; $35/12 = \text{average } 2.9$

- The boys: 3, 2, 3, 1, 2, -, 3, 3 = 7
  - $3 = 4$, $2 = 2$, $1 = 1$; $17/7 = \text{average } 2.4$

- All average: 2.7
I am interested in the Finnish issues.

- 7/20 gave 4; variance 1-4; e & i & a
- The Finnish nationality is a positive value.
- 17/20 gave 4 or 5; variance 3-5; e
- I feel myself really Finnish.
- 13/20 gave 4 or 5; variance 2-5; e & ex
"eetu" 1 in history / national

• 41. Interested in the Finnish issues 1
• 49. The Finnish nationality is a positive value 4
• 56. I feel myself really Finnish 5

- National 10/15
"Terhi" 1 in History / national

- Interested in the Finnish issues 4 i
- The Finnish nationality is a positive value 3 e
- I feel myself really Finnish 3 ex

- National 10/15
"SONJA” 5 IN HISTORY / NATIONAL

• 41. Interested in the Finnish issues 3 i
• 49. The Finnish nationallity is a positive value 4 e
• 56. I feel myself really Finnish 3 ex

- national 10/15
”tiina’’ 4 in history / national

- 41. Interested in the Finnish issues
- 49. The Finnish nationality is a positive value
- 56. I feel myself really Finnish

- National 14/15
RESULTS / THE WORLD

• I would like to travel to various countries
  • 19/20 gave 4 or 5; variance 3-5; a

• I keep following current issues and news taking place in the world.
  • 12/20 gave 4 or 5; variance 1-5; i & a

• I am an important part of the world around me
  • 4/20 gave 4 or 5; variance 1-5; ex

• I am able to influence world matters
  • 5/20 gave 4 or 5; variance 1-5; a

• I have met people like me in the Internet around the world
  • 5/20 gave 4 or 5; variance 1-5; a

• I don’t believe the events of the world have any effect on my life
  • 4/20 gave 4; variance 1-4; ex
44. I am an important part of the world around me 1 ex
45. I am able to influence on the world 1 a
51. I keep following current issues taking place in the world 3 i & a
54. I don’t believe the events of the world have any effect on my life 4 ex
58. I would like to travel to various countries 3 a
62. I have met people like me in the Internet around the world 1 a
- the world 9/25+4
"ELINA" 1 IN HISTORY / the world

- 44. I am an important part of the world around me
- 45. I am able to influence to the world’s matters
- 51. I keep following current issues taking place in the world
- 54. The outside world issues don’t have any influence on my life
- 58. I would like to travel to various countries
- 62. I have met people like me in the Internet around the world
  - Interested in Japanese language, dance, clouths, Manga /anime, happenings. She intends to became interpreter in Japanese and move to Japan.
  - National 8/15; world 19/25+2;
44. I am an important part of the world around me

45. I am able to influence on the world

51. I keep following the current issues of the world

54. The outside world issues don’t have any influence on my life

58. I would like to travel to various countries

62. I have met people like me in the Internet all over the world
44. I am an important part of the world around me
45. I am able to influence on the world
51. I keep following the current issues of the world
54. The outside world issues don’t have any influence on my life
58. I would like to travel to various countries
62. I have met people like me in the Internet around the world
RESULTS / INSTRUMENT

- A computer and the Internet keep me up-to-date
  18/20 gave 4 or 5; variance 3-5
- I often look for knowledge in the Internet
  16/20 gave 4 or 5; variance 3-5
- I don’t use the Internet at all.
  19/20 gave 1-2; variance 1-3
CONCLUSIONS

- The results demonstrate:
- the current situation of the national curriculum as well as the on-going process of the national identities
- the construction of the world citizenship seems to be individually context-bound – not a uniting issue
- great variance among the low achievers in history
- the bond between private life and events of the world seems to be weaker than was estimated