

International Conference:
Jointly organised by the Leibniz
Research Center for Inclusive
Citizenship and the ECPR
Standing Group Citizenship



INCLUSIVE CITIZENSHIP AS BELONGINGS, PRACTICES AND ACTS



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INCLUSIVE CITIZENSHIP AS BELONGINGS, PRACTICES AND ACTS



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CfP Panel: Teaching, Learning and Citizenship

Keynote: Prof. Jesper Sjöström, Malmö University
"Teaching and Learning for Sustainability as a Challenge"

Panel Chair: Prof. Dr. Bettina Lindmeier & Prof. Dr. Andreas Nehring (Leibniz University of Hannover)

In the light of inclusionary and exclusionary processes in schools, the research cluster "Teaching, Learning & Citizenship" focuses on the conception and research of teaching-learning processes in inclusive teaching and democratic school development. To this end, proposals for inclusion-related content requirements for teacher training are derived and reflected while taking inclusionary and exclusion processes into account.

The heterogeneous discourses on the COVID-19 pandemic as well as on the climate crisis point out the significance of acquiring and independently evaluating claims and information. In the context of social and political participation, different facets of content knowledge, beliefs, and motivations are helpful for designing inclusive citizenship and reducing exclusion. Therefore, citizenship is an essential teaching and learning goal. It can be achieved by addressing different aspects of literacy (such as scientific literacy or information literacy) in learning and teaching processes. This is also supported by aligning literacies and the concept of capability.

Formal learning and teaching processes primary, secondary and tertiary education are important building blocks for citizenship. In the light of the scale of societal change, however, life-long learning and informal learning and teaching have to be taken into account as well.

The contribution aims to define citizenship literacy with the help of a capabilities approach and asks what people need to participate fully inclusive and efficiently. Focusing on lifelong learning, the contribution traces the needs of children, students and adults.

This panel therefore addresses the following questions:

- Which facets and components of literacies can support inclusive citizenship?
- Which teaching-learning processes are involved? How can these teaching-learning processes be designed inclusively in formal and informal settings?
- What effects do the resulting manifestations of literacy have on societies?

We invite you to discuss theoretical concepts and empirical findings referring to this call for paper.

You find all relevant information about the the conference, registration, call for papers, etc. at the conference conference website.



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