

Book of Abstracts

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**RETHINKING ALTERNATIVES TO NEOLIBERALISM
IN EDUCATION**

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Editors

**Kostas Skordoulis, George Grollios,
Dave Hill & Panagiota Gounari**

Athanasios Aidinis

Aristotle University of Thessaloniki

aaidinis@eled.auth.gr

Stavroula Karadaidou

Aristotle University of Thessaloniki

karadaidou@yahoo.gr

Negotiating anger, violence and punishment in the context of critical literacy in first grade

Teaching literacy in the first grades of primary school for many years has been focused on the development of decoding in order to help children break the code. During the last decades literacy is changing as a result of the increasing gaps between rich and poor and children who have experienced war, migration and poverty (Comber, 2013). In this framework a major question and challenge simultaneously is whether critical literacy can be introduced and sustain in the first primary grades. As critical literacy is focused on power relationships and language (Lewison, Flint & Sluys, 2002; Comber, 2013) it is often seen as not suitable for young children while it is considered more appropriate for adults and older students. The aim of the present paper is to show that critical literacy can be embedded in early childhood curriculum driving the focus of literacy teaching away from “learning to read” to “reading to learn” where the essential elements of critique, dialogue and reflection are included (Harwood, 2012). Based on Luke and Freebody’s (1997) four resources model of reading as social practice critical literacy in the first grades of compulsory education evolves the recognition and mobilization of children’s analytic resources, the examination of existing texts and the opportunity for children to encounter new discursive resources (Comber, 2001). In other words, literacy teaching must go further from decoding and text comprehension in order to help children to take action in order to make the world a just place. Teaching practices that enhance young children’s critical understanding of language as cultural resource are presented indicating that critical literacy can and must be a strong part of literacy teaching programs in the first grades of primary school. In this paper it is presented the implementation of a thematic unit concerning anger, violence and punishment in a first grade classroom. In this classroom the teacher did not use the official textbooks for literacy teaching and she organized her teaching on the basis of thematic units. Different texts, including

literature, were used in relation to children's experiences and children produced both oral and written texts where they critically negotiated anger, violence and punishment in their social context.

Linda Akomaning

Anglia Ruskin University

lysa_kus@yahoo.com

Ghanaian perspectives on educational successes and failures

This study critically explores the perspectives of the educational experiences of young people of Ghanaian origin and living in England. Statistics, which spans over three decades indicate a continuing high level of underachievement among Blacks, including Africans in British schools. The literature review explores the academic literature and reports concerning the underachievement of African Caribbean pupils. The discussion reflects a number of interrelated issues that are shaped by the intersection of class, race, gender and the possession of cultural capital. This thesis critically examines factors that may influence educational experiences, either positively or negatively. The approach to empirical research adopted for this study was that of qualitative. A phenomenological semi-structured individual and mini group interviews were employed. By adopting this approach, an attempt to illuminate individual educational experiences was accomplished. This comparative multi-facet approach enabled original data to be gathered in investigating into how teenagers of Ghanaian origin perceive and think about their education and the factors that influenced their experiences. Data was collected from 29 respondents and they involved teenagers, parents, teachers and community leaders. Findings from this study suggest that negative stereotyping, low expectations of teachers and institutional racism in schools still exist. Furthermore, there was strong evidence to suggest that there are insufficient Black role models, the British Curriculum is Eurocentric, and parental involvement was key, in impacting on educational experience. The study, therefore, draws on a conclusion that Race Relations and Equality guidelines in school policies should be monitored by DFE and Local Authorities to facilitate their translation into practice. Parents must have the understanding that the burden of educational responsibility is placed upon them and parents that are struggling to take up this

challenge must be supported by key stakeholders. Keywords: phenomenology, educational experiences, cultural capital, Ghanaian, race, class, gender, stereotyping, Eurocentric.

Naciye Aksoy

Gazi University

naciyeksy@gmail.com

Ulku Coban Sural

Gazi University

ulkusural75@gmail.com

Gulsum Yildirim

Gazi University

yildirimgulsum27@gmail.com

Gender representation in the 4th grade human rights, citizenship and democracy text book

Although many international agreements have been signed in our day to protect democracy and prevent human rights violations, unfortunately many crimes against humanity are committed and violations of rights are experienced in our world. In order to eliminate these crimes and violations, democratic and human rights-oriented lifestyle needs to be adopted and internalized by individuals forming societies. Democracy and human rights education is essential for correctly informed individual and citizen who subject of all rights and freedoms. However, when this process does not take place by itself democratic values and human rights awareness must be acquired by all the people in society and this is only possible through education. In this context, in Turkey starting from 2015-2016 academic year Human Rights, Citizenship and Democracy course was introduced to the primary school curriculum. One of the most important means of realizing the goals of a lesson as well as the teacher is the books used for that lesson. For this reason, textbook contents and messages are also important in terms of perceptions, perspectives, information and attitudes developed by students. When considering the scope of the course "Human Rights, Citizenship and Democracy", one of the most important achievements of this course should be the basic aims of bringing knowledge and consciousness of equality to the students at an early age. The content of a book that should teach equality to the students must be of a quality that does not constitute any perception of inequality between men and women. For

this reason, it is important to evaluate the textbook "Human Rights, Citizenship and Democracy" in terms of gender roles, equality and representation.

The purpose of this study is to examine the gender representation in the 4th grade "Human Rights, Citizenship and Democracy" textbook. In the scope of the study, the passages, pictures, dialogue, poems, stories, questions and activities in 4th grade "Human Rights, Citizenship and Democracy" textbook will be examined in terms of gender representation. Gender roles, occupational roles, personality roles, family roles, spaces they are in, clothing styles in pictures, passages are determined as subcategories.

Hasan Huseyin Aksoy

Ankara University

aksoy@education.ankara.edu.tr

Inequalities and reasons beyond the boundaries of Vocational Schooling

Schooling is a public service for long years and public intellectuals and many left wing scholars and democratic institutions and are demanding more public education. It is thought that more schooling and higher degrees at higher rates will provide a better society, and individuals in better condition, and equity along with higher earnings. There were also a critical discussion about the public obligatory education regarding its influences on emancipation and equality. Critics are continuing but a equal, public, free, quality education for all. The varieties in education and tracking became a norm and education are not causing the same conclusion for all and, the form and the conditions of the transition from one track to another are becoming more strict and almost impossible transition to another one for some groups in population. Schooling or right for education is an important discussion point and commitments were headed to academic one. The vocational tracks, or tracking in schooling were not much focused in critical education reviews also. Some critics regarding vocational tracks were mentioned by early and contemporary thinkers but not common critical, theoretical conclusions were reached. Barriers or disadvantages of the vulnerable groups to reach a long term academic education and then to jobs related with their education, following the vocational tracks in schooling or apprenticeship programs are becoming a "reasonable" decision. For critical educators, that "reasonable decision"

is one of the starting point to struggle against to educational inequalities. Inequalities in the society are creating boundaries for some groups in education and their choice are becoming a reasonable decision which are being approved by guiding educators. Educators should go back to root of those selection pattern of students regarding their social economic origins. It can be a class, culture, race and gender issue and works differently regarding countries. In the study, researcher will review the critical education literature related with the tracking in schooling (vocational, academic and polytechnic distinctions) and will evaluate the vocational education politics maintained in Turkey. The analysis will define the critical, marxist, liberal and neoliberal views on the vocational tracking in the schooling and reveal the practices in Turkey as a case. In the study, the constructed model of schooling and the decomposed situation of the students in Turkish education system will be presented. Suggestions for critical views and practices will be shared.

Halil Han Aktas

Middle East Technical University

halilhanaktas@gmail.com

Cultural Capital at an Elite School

To investigate ninth grade students' perceptions and experiences at school, a science high school in Ankara, Turkey was selected. A qualitative case study was conducted at the school, in which data were collected by two data collection tools, which were semi-structured interviews and classroom observations. During data collection, 20 weeks, one initial and one final interview were held with each of 17 participants who were in the same classroom and selected through purposeful sampling. During that period, the school was visited and the classroom was observed in a whole school day in every other week (10 observations); besides, field notes were taken. The findings revealed that participants showed differences in their cultural capital; similarly, their perceptions and experiences at school changed. Participants showed differences in terms of hidden curriculum they experienced in accordance with their cultural capital; therefore, they benefited from the social and material opportunities at the school according to the hidden curriculum they experienced.

Birol Alğan

Ankara University

alğanb@ankara.edu.tr, birolalğan@gmail.com

School as a field of production of violence

Today, knowledge and values as produced within different programs are conveyed in line with certain objectives to the individuals participating in the educational process at schools structured as formal educational fields. Nevertheless, the families' expectation of education is the multilateral development of the students and acquisition of knowledge and skills that would support the individuals in their lives. The aims of education as defined in the Universal Declaration of Human Rights include "the full development of the human personality and (...) the strengthening of respect for human rights and fundamental freedoms. Furthermore, education is defined as a right and secured by relevant laws. However, such educational activities that are not constructed in harmony with the requests and expectations of the students, without taking their economic, cultural status, and social class positions, and which are not compliant with the age, sex characteristics of the students may correspond to different forms of violence. In other words, the knowledge and values as conveyed within the educational processes may lead to oppressive consequences that can be defined as violence, when the same fail to correspond elements that would strengthen the individuals in their lives. Different (symbolic, cultural, physical, religious, and ethnic etc.) forms of acts of violence as produced in the educational processes may induce life-long, deep and permanent negative effects on the individuals that have participated in the educational processes as well as giving a rise to the reproduction of the relations of oppressing and being oppressed that is the very structure that created violence. Both personal problems and consequences that make it difficult to maintain social life may arise as a result of violence exerted upon the students in different forms during the educational processes. Many negative outcomes may arise in the educational processes including lack of confidence that disrupts personal integrity, fear, histrionics, alienation, inconsistency, pragmatism, being prone to violence, passivism, hiding, and mental and physical disorders. Such consequences may sometimes be classified as a reaction or a submission. Such consequences that may be classified

in different ways, on the one hand negatively affect the individuals as mentioned above, and on the other hand lead to reproduction of social structures that create violence, in other words emergence of such situations, in which the roles the oppressor and the oppressed are alternated by changing the direction of the relations of oppressing and being oppressed such that those being oppressed become the oppressors. On the other hand the culture of submissiveness that may arise as a result of the violence of the political power may cause the individuals to adopt the dominant structure and fail to embark on a quest beyond it. In other words, acts of violence are not only limited to the relation of oppressing and being oppressed but may also contribute in the reproduction of the system that creates the violence by containing the individuals within the existing system of thought. The fact that low-income families with inadequate cultural capital are deprived of the means to support their children against different forms of violence within the educational processes as a result of their social class position causes such students to become defenceless against all sorts of violent acts. Again the fact that teachers and educators are deprived of an alternative and critical perspective as regards the relations of production, dimensions, relationality, and outcomes of violence, may contribute in systematic continuance of violence. The present study aims to ensure questioning of the economic, cultural, political, religious, and ethnic structure and relations that lead to emergence of violence. In addition, the study also aims to contribute in exclusion of violence from educational processes at school, and serve to restructuring of education so as to strengthen the individuals and contribute in the individuals' process to become subjects.

Zeynep Alica

Ankara University

alicazeynep@gmail.com

The role of adult education in the construction and prosecution of hegemony

This study is the theoretical discussion part of my doctorate thesis which aims to analyse the role of adult education in the hands of the ruling political party in Turkey for constructing and prosecuting its hegemony. Gramscian hegemony analysis forms the basic perspective of the study. AKP has its own “politics academy” that aims to educate people attending the party’s

political web and organisation. “Political academy” has its working units all through the country providing education on several fields including social decorum, a history of the country from the perspective of the party. Within this field party members are being part of the creation of a new type of person owning the knowledge of a conservative history knowledge, a new way of seeing the power which is on his side. Although the conservative and neoliberal stance of the party displays itself in every action taken, woman party members express that they feel empowered within the party. This is one of the basic enigmas of the “hegemony” of the party for this study. Attendance to the educational activities of the party from districts on the periphery of big cities, especially the attendance of women to politics passing through political education will be discussed. Connection between attendance to political activities and political empowerment will be analysed.

Emmanuel Alissavakis

National & Kapodistrian University of Athens

manolis.alissavakis@lfh.gr

“School of Labour” of Michalis Papamavros. What is it and what is its impact in the form of schools nowadays

This paper is referred on “School of Labour” of Michalis Papamavros and is based on secondary sources. “School of Labour” was the proposal of Michalis Papamavros, for educational reform in Greece. Educational reform started in Europe at the beginning of 20th century. At that time Michalis Papamavros was studying in Germany and he was highly influenced by the reforms proposed at that era. By returning in Greece, he found himself in a social and political conjunction of big changes. With the “language issue” in full swing, the disaster in Asia Minor resulting in thousands of refugees and financial collapse of Greece, he tried to make his proposition on educational reform for Greece. Working with D. Glinos, A. Delmouzos and M. Triantafyllidis, through the “Educational Circle” they promoted the reformation in education in Greece. After the dissociation of educational circle he changed his proposal of his “school of labour”, taking distances from the European model which was closer to dominant class and put his school closer to Greek reality and people. The innovation he proposed through his work in teachers’ school in

Lamia, lead him to be accused for atheism, immorality and communist propaganda, which finally lead him away from public education. He continued his pedagogical activity working in Pedagogical Frontistirio in Karpenisi during the Greek civil war. After the liberation of Greece, he continued working and in 1961 he finished his latest book, “New Pedagogical System” , the publication of which, lead him to new persecutions. Many of the innovations he proposed are still implemented in schools of nowadays.

Tugçe Arıkan

Bilkent University

atugce@bilkent.edu.tr

Ebru Oguz

Mimar Sinan Fine Arts University

oguz.ebru@gmail.com

Erdal Kucuker

Gaziosmanpaşa University

erdalkucuker@yahoo.com

Privatization of education: Government support for the private school students

In Turkey, some of the school expenses of private school students have been covered by the State resources since 2014. This application is still available in some foreign countries. In this study, education quality of private school support is evaluated in regard to student success, increase in the number of schools, fairness in the distribution of resources, and neoliberal education policies that take place between 2014 and 2017. The first prominent change is related to the increase in the number of private schools in Turkey. In this respect, it is one of the indicators of the “success” of neoliberal policies of the Turkish government. However, it has to be critically evaluated in respect to equal, just and quality education. In this this study, similar applications will be compared and importance of public education will be emphasized. It will also be suggested that there needs to be a network of support to struggle against such public education attacks.

Alexandros Argyriadis

Frederick University

alexargiriadis@gmail.com

Evangelia Kalerante

University of Western Macedonia

ekalerante@yahoo.gr

Symeon Nikolidakis

Democritus University of Thrace

simosnikoli@yahoo.gr

Maria Athanasekou

University of the Aegean

m_k_athanasekou@yahoo.com

Vassiliki Gkouni

University of Athens

vassilikigkouni@gmail.com

The experience of poverty in Special Greek Schools A Pilot study

The poverty phenomenon in education has dramatically increased in recent years due to the economic and general crisis prevailing in Greece. Indeed, according to the Greek Statistical Authority (2016), the economic downturn is affecting more students with special educational needs as opposed to the general population of students. Addressing the situation is quite complex and educational policies are often controversial (Zoniou-Sideris, 2012). However, historically the country has passed through many crises before and has created “defenses” such as solidarity and volunteering. Research activity in the area of poverty phenomenon in special schools is very limited, and in conjunction with the criticality of the problem, it was necessary to prepare this study. The purpose of this presentation is the analysis of the emergence of the phenomenon of poverty for students with special educational needs, as well as the entire educational community, through the experiences of teachers. In particular, it aims to focus on the way that poverty affects the quality of students’ life, the influences on their performance, the recording of cases and the role of the government on the implementation of appropriate policies to deal with it. The results

of the pilot study show that poverty has been an increasing phenomenon that needs immediate actions.

Eugenia Arvanitis

University of Patras

earvanitis@upatras.gr

The lost generation: Normative aspirations and pedagogical challenges in Refugee Education

Transnational mass movements have led to the physical separation of people from their homelands experiencing “a profound sense of loss of territorial roots” (Gupta and Ferguson, 1992:9). In Syria there are over 6.6 million displaced people, whereas 700,000 refugee children in Syria’s neighboring host states, are not in school (out of 1.4 m). It is well documented that refugee children in conflict crises spend at least 17 years in exile, missing out their formal education. Protracted conflict and prolonged dislocation creates a generation of children with limited literacy, language and formal education that negatively affects literacy rates (Deane, 2016). The so-called lost generation has limited opportunities to build their human capital and pursue socioeducational mobility and play a critical role in building cohesive societies. This presentation will discuss how refugee education comes to terms with this deficit. Firstly, by addressing its normative aspirations with regards to equitable participation for all refugee children in education as well as ensuring opportunities for children to utilize educational qualifications for future participation in society. Refugee education is both a right and also a necessary condition/pathway of civic cohesion and social citizenship. Secondly by raising the importance of refugee education be placed in the formal school system adopting a culturally responsive approach for all students (Gay, 2000). Culturally responsive teaching practices involve reciprocity, respect and a deep understanding of differences. They integrate diverse student lifeworlds /uniqueness into learning as important resource/capital for effective learning. (Perso, 2012, p. 48). Finally, they positively affect student performance mainly through balanced agency, collaborative relationship and peer learning, situated/ authentic learning, empathy and reflection over didactic approaches (Perso 2012, p. 59). Overall, this presentation will illustrate

how refugee education is underfunded and a second-order priority in conflict and post-conflict contexts as it is focused on child protection rather than education (UNICEF, Save the Children) being left to the generosity of host state governments. Refugee children themselves are caught between the misalignment between normative aspirations and promises of universal human rights and the implementation of these in real life.

Vassilis Arvanitis

National and Kapodistrian University of Athens, Greece

varvanit@ppp.uoa.gr

Philosophy and politics in education. Ontology and alienation of the non-existent subject

Formal educational systems have managed to loyally and effectively serve the need of industrial capitalism's mass models of production for exploitable workforce. They failed however, to implement the declarations of statutory texts, through which state power was invested in shaping citizens-subjects with skills corresponding to the rationalism of the bourgeoisie. This failure could not be dissimulated due to the vast divergence between those declarations and the outcomes of education in the knowledge area of the subjects, who neither assimilate knowledge nor develop critical thinking skills. Philosophy and politics, in their current versions, do not seem to apprehend that the clash is no longer between the spirit of individualism and that of collectivism; it has gained an ontological aspect, thus turning into a clash between the dominant individual spirit and the spirit without will or sense, within an unbearable financial determinism. Neoliberalism has managed to prevail because it simplified its opponents' theories and concealed the fallacy of its doctrinal truth that it's the sole keeper of the truth. The quest for the truth has become unfeasible since the monopoly on a single acceptable reality was lost due to the construction of different realities through the wide use of images on the one hand and on the other, the human subject as a logical entity has lost the ability to think. The reasoning which advocates that life shapes consciousness and not the other way around, has stopped being true because the material conditions as actual financial relations have led to a life without consciousness. Within the frame of industrial capitalism, what the subjects recognized as reality was but the ideal perception of the outer reality as their false consciousness was stronger; this is

the reason why the alienated subject was incapable of vitally altering the material conditions of its life. Currently, we are witnessing the ontological transformation of the subject with false consciousness into a subject with no consciousness. The question of the subject's educational ignorance has no recipient any longer because its proper recipient has been deconstructed; consequently, the subject's education itself loses its meaning when gradually the ability to think and reason are being entirely reconstructed as an abstraction.

Gülay Aslan

Gaziosmanpaşa University

gulay.aslan@gop.edu.tr

Gender perceptions of teachers: a metaphoric analysis regarding female and male students

In this study, the focus was the attitudes of teachers. The study aims to put forth the gender perceptions of teachers through the metaphors teachers produce regarding female and male students. The study is a qualitative study with a content analysis. The main purpose of the content analysis was to reach the concepts and relationships to explain the data collected. Content analysis requires the in depth analysis of the data collected, and enables revealing the themes and dimensions previously unspecified. Through content analysis, we try to identify the data, and bring to light the realities which may be hidden in the data. The process in the content analysis is to bring together the similar data within specific concepts and themes, and organize and interpret them. Data were collected using a semi-structured questionnaire, and the sample of the study included 230 teachers working at different school levels in the province of Tokat. The questionnaire consisted of two parts. The first part asked for personal information. The second part of the questionnaire contained two open-ended questions. The study revealed that teachers had values and attitudes supporting the patriarchal structure. A significant part of the teachers described female students using "flower" metaphor representing sensitivity, and male students using metaphors representing power. This is a significant indication of the reproduction of gender inequality through the values and attitudes of teachers. However, education is a crucial transformative power in the provision of gender equality. Production of egalitarian values and attitudes, and transformation of attitudes obstructing equality could be possible only by education

which requires education to have a structure and function that does not produce inequality. The study also showed that the metaphors produced by the primary and secondary school teachers differed. Provision of gender equality could not be expected from the educational system alone. Thus, there is a need to take measures to include women in the education and social life. This could be possible by creating gender awareness, and developing policies addressing equality.

Ş. Erhan Bağcı

Ankara University

erhanbagci@gmail.com

Emancipatory Education as Exodus: In Search of an Alternative Production of Subjectivity

Critical education does not seek answer to the question “How can we make education better?”, but to the question “How can we place education in our struggle for a better world?”. This implies that thinking on education critically should problematize the surrounding social structures of inequality and unfreedom. However, critical education seems to overrate the presence of the state under the notion of “public education against marketisation”, although the state is itself a matter of inequality and unfreedom. It’s reasonable, to a certain extent, that education is already a matter of public policy and critical educators have been unequivocally right to stand against privatisation of education. But the struggle between the private and the public occupied our minds, concealing the problem of the presence of the capitalist state related with public education. Limiting the struggle to defending the public against private has created a kind of false consciousness implying that more public education results with more equality and freedom. In this context, the set of notions provided by the debates on recent experiences of autonomous struggles from different geographies might help to rethink and extend the vision of our critical perspective. By autonomous struggles, I mean the social and political movements depending on collectives, communes, cooperatives and grassroots movements based on horizontal and egalitarian relations between diverse subjectivities, refusing to build new hierarchies, constructing a collective form of democracy without a state. The purpose of this paper is to reinterpret some of the notions provided by the debates on these autonomous struggles, mainly

“exodus”, as introduced by Hardt and Negri, in terms of critical educational debates. Exodus is an act of desertion by which the dominated escapes from the relations of domination. It doesn’t mean moving to another place but deconstructing the mode of social relationship through which the subjectivities of both the dominated and the dominant are produced. It’s not a process of grabbing or reversing the power relations but a process of an alternative production of subjectivity that would dismantle them. This study is an attempt to argue on these notions by focusing on real emancipatory educational experiences.

Fuad Bakioglu

Gaziosmanpaşa University

fuad.bakioglu@gop.edu.tr

Zafer Kiraz

Gaziosmanpaşa University

zafer.kiraz@gop.edu.tr

Investigation of the Relationship between Pre-Service Teachers’ Epistemological and Educational Beliefs

Philosophical approaches adapted by people determine the foundation and path of human life. Teachers’ philosophical approaches underlie their educational beliefs. Teachers attempt to shape their students in accordance these beliefs. In other words, educational philosophies underlying teachers’ educational beliefs determine their approaches in the classroom. At the same time, those philosophical thoughts determine teachers’ relations with their students. The change in educational beliefs based on educational philosophies has an effect on how teachers perceive the knowledge. Therefore, it can be seen that teachers’ educational beliefs may affect their epistemological beliefs. Teachers’ bound with knowledge can lead them to train critical and questioning students while it can also lead them to train students who aren’t critical and questioning and believe the absolute right. In the light of these explanations, it is considered that determining the relationship between pre-service teachers’ epistemological and educational beliefs is important in terms of teacher education. Method This study is designed as a quantitative research. It is a descriptive study as a part of screening model. Participants The participants were

composed of final year students studying at faculty of education in Gaziosmanpaşa University in Tokat during 2016-2017 academic year. Data Collection Tools The data of this study was collected using Epistemological Beliefs Questionnaire (Chan and Eliot, 2000, 2004; Aypay, 2011) and Educational Beliefs Scale (Yılmaz, Altinkurt and Çokluk, 2011). Analysis The data of this study will be analyzed using SPSS 21 software. Descriptive statistics (mean, standard deviation) and Pearson Product-Moment Correlation Coefficient will be used. Findings The findings will be added later as the study is in progress at the moment.

Zahava Barkani

Kibbutzim College of Education, Technology and Art. Israel

zbarkani@gmail.com

Creating Feminist Social Awareness in Schools through Art

“To be truly visionary we have to root our imagination in our concrete reality while simultaneously imagining possibilities beyond that reality” Bell Hooks Key terms: Gender, gender equality, feminism, education, developing social awareness, social constructionism, teacher training. This lecture deals with education for gender, feminism and gender equality through art for high school students. The project is taking place for the fifth year now and is part of a training process of young teachers of art and education. The main claim of the lecture is that dealing with values through art creates inspiration, reference and a deep understanding of the values: gender, feminism and gender equality. This learning encourages the students towards interpretation and independent thought and thus can awaken in them critical thinking. To live a life of gender equality – meaning to realize the value. The society in Israel and in the world is undergoing changes in the way it relates to gender achievements, which are derived from humanistic values – democratic and egalitarian, that have an effect on all of life’s systems. Therefore, a school must incorporate in its policy and culture education for gender equality. This incorporation demands conscious and intentional change processes of the organization and of the community, which are expressed in the educational – value point of view.

The assumption at the base of education for gender equality stems its strength from “ongoing research and accumulated knowledge that prove that the differences between boys and girls and

between men and women in the education system and in society as a whole are a product of social constructionism”. I believe that the key for the change in the social constructionism is in the hands of the teaching staff in the education system. The lecture is based on the educational claim that exposure to art and creation of art can expand the social awareness and thus instill values such as: feminism, gender and equality in schools. The main innovation of the article is found in the practice. For five years art students have been teaching these subjects in high schools with the teaching incorporating four stages: A. exposure to arts and inspiration. B. discussing the female artists’ work and through them values. C. A creative exercise inspired by the arts. D. Exhibition. 1. A. Exposure and inspiration – the artists that were chosen have acted as feminists in the first person, in every aspect: in dealing with the woman body, in their original and innovative works, and in their search after the voice of the artist that narrates in the first person and expresses women’s lives and femininity in a new, pioneering and original way. 2.B Discussion – the exposure to arts creates an interesting discussion on the subjects, checks their relevance for the students and brings an artistic expression to these complex subjects. 3.C Exercise – the college students offer the high school students to work with materials in order to express their creations. 4. D. An exhibition of the students’ artistic expressions and thoughts about expanding the awareness on the subject. The meeting raises to the consciousness a line of woman artists, in an art world that has been almost completely dominated by male artists until recent decades. It discusses the questions of inequality based on gender background, the way we treat the woman body, the ways of constructionism of the female images and the regimental idealizations that have been done to the female body in Western culture throughout the ages, the portrayals of the woman image in the public sphere and in the various advertising fields, the phenomenon of pornography and violence against women. The college students ask to examine with the high school students the female image in the modern world, as it is portrayed in their close living environment and the change that has been created in the students’ social awareness about these subjects as a result of the process. The article is located in the scientific discussion about these subjects.

Efe Basturk

Recep Tayyip Erdogan University

efebasturk83@gmail.com, efe.basturk@erdogan.edu.tr

The idea of parrhesia: Alternative for the neoliberal subjectivity

Neoliberalism is not only an economy-political phenomenon, but a matter of subjectivity at the same time. Unlike liberalism, neoliberalism is based on a particular fiction about the subject. The neoliberal subject interprets the world not only through maximization of utility, but through certain coherence and foresight. This consistency manifests itself at the point where the subject is reducing everything to the object of consumption. Neoliberal education is similarly made up of efforts to transform the notions of knowledge and truth into a consumable object. In neoliberal education, there is an effort to "dominate nature through knowledge" rather than "reaching truth through knowledge". For this reason, the notion of truth turns into a mean that allows the subject to dominate nature, far from being able to establish itself as an ethical subject. The ethical subject is not a person seeking the ways to rule the nature but, on the contrary, trying to catch harmony with the nature. Foucault tries to find the possibility of becoming an ethical subject in the idea of the parrhesia. Parrhesia is not the "freedom of speech", but, it is "speaking on the name of truth". According to Foucault, there is a "desire of the truth itself" which exists outside of the desires of power relations. The idea of Parrhesia is against the idea of treating truth as a means of domination. Rather, the Parrhesia ideal is thought to be the ethical possibility of creating the "care of the self". The principal of the "care of the self" means of seeking the subjectivity constructed with the abstract truth. In this principle, the truth is not handled as a mean of ruling the nature, rather it is comprehended as a possibility to become the ethical subject perceiving itself coherent with the notion of the truth. The purpose of my presentation is to discuss the question of how to build an ethical subject that desires the truth itself, rather than the neoliberal subject that perceives everything outside of it as a consumption object.

Sezen Bayhan

Istanbul Technical University

sezen.bayhan@gmail.com

Ayse Caner

Bogazici University

caner@boun.edu.tr

Gulistan Eren

Bogazicu University

gulistanozdemir@gmail.com

Success and failure in a transition to secondary education: Understanding the implications of a new high school placement system

The aim of this paper is to analyze the implications of a newly introduced high school placement system. Between 2012 and 2014 all high schools that enrolled students on the basis of home address and academic performance were converted into selective enrollment schools. This policy change was accompanied by the introduction of a new high school placement exam called Transition from Basic to Secondary Education exam. The immediate implication of the policy was decoupling of the relationship between the neighborhood and its catchment school to a significant extent. Another outcome of the new placement system has been the standardization brought about by the nationwide placement exam. In the light of the new policy change, this paper shares the cases of thirteen students who took the new high school placement exam and explores how different students choose different tracks. Another concern of the paper is to understand how the way students cope with the uncertainties brought about by the rapidly changing exam system might differ depending on their access to resources. The data for this paper have been collected through in-depth interviews with thirteen high school students who have taken the newly introduced exam. Also, school conversion patterns in the neighborhoods of the participants of the study have been analyzed. The purpose of the analysis is to explore whether there is a link between policy preference for conversion to a particular school type - college preparation schools, vocational schools, and religious schools being the primary school types - and neighborhood characteristics.

Nurettin Beltekin

Mardin Artuklu University

nbeltekin@yahoo.com

Yalçın Özdemir

Ömer Halisdemir University

yalosdemir@gmail.com

The educational forms of economical mind in Turkish educational system

The neoliberal trends which have been become dominant with the 1980s caused the reconstruction of all social areas, especially economy. The World Bank who is the global actor of the neoliberal policies is the object of this reconstruction processes in especially east societies. The economical mind is the main subject of this processes has been tried to be hegemonic in the educational fields too. In this paper, it is tried to indicate the educational forms of economical minds by examining of the Turkish education system after 1980's. The economical mind is a thinking form which aims to price everything. Its main aim is to make fenomens suited for the pricing. In the other words, the main aim of economical mind is to make everything subject of market. Because material things' weights, lengths and volumes are measurable, it is easy to make them suited for pricing. But when someone try to do the same thing for educational institutions and educational labour, it is not easy. So in this study, we tried to show how the economical mind deal with this problem. In other words, we tried to find out how pricing and marketization processes have been realized by examining of curriculum, private schools, autonomy of schools' budgets, tuition fees, educational quality and performance measurement.

Pau Bori

University of Belgrade

pau.bori.sanz@fil.bg.ac.rs

Jelena Petanović

Independent researcher

jpetanovic@yahoo.com

The issue of housing in second language education: Creating a neoliberal fairytale

The purpose of this paper is to analyze in which way neoliberal ideology, transformed into the new common sense of our times, finds expression in second language textbooks. More precisely, this study examines the topic of housing in a sample of Catalan language textbooks in relation to

neoliberal economic practices. Catalan language textbooks are mainly addressed to foreign adults living in Catalonia, most of them belonging to working classes. Texts propose a task-based communicative approach through situations that learners supposedly find in their everyday lives. The results suggest that textbooks emphasize the commodification of housing, especially through the central role of the banks in the residential sector and the naturalization of mortgages as the only possible solution for a decent housing. On the other hand, textbooks do not give any reference to the causes and effects of the Spanish housing bubble and its collapse in 2008, such as the eviction of thousands of insolvent mortgage debtors, most of them workers. Furthermore, tasks and activities often prepare students for the roles of consumers and bank clients in Catalan society. The study concludes that Catalan textbooks arise as disseminators of neoliberal ideology, in a similar way to that in which the great majority of Western foreign language textbooks today align with the values and practices of neoliberalism.

Yasemin Tezgiden Cakcak

Middle East Technical University

tezgiden@metu.edu.tr

A small step against patriarchal hegemony

This paper tells the story of a young female committed English teacher working at a public school in a remote village in eastern Turkey. Aspiring to work as a transformative intellectual, she chose to be assigned to a public school right after finishing her undergraduate studies. Towards the end of her first semester in teaching, she decided to take her first bold step by preparing a school bulletin board on the theme of women. This was indeed an important move in a conservative patriarchal village school where mothers of children had never stepped their feet onto the school building. Meanwhile, she raised the issues of child brides, violence against women and gender roles in her 5th grade and 8th grade classes. She also asked students to voice their opinions in writing: "Millions of girls in Turkey are forced to marry at the age of 12, they give birth at the age of 13 and they die at the age 15" (5th grader, female), "I am a woman, I have my rights. I shouldn't be afraid to walk alone in the streets" (8th grader, female). Inspired by student responses and reactions, she decided to hold a women's meeting at the village school in

the following semester. She prepared invitation cards and invited each woman in the village by paying individual visits to their homes. On a snowy day, 40 women entered the school for the first time in their lives and talked about their individual experiences for three hours: "I was a child bride and I was exposed to physical violence. I am relieved we talked about this issue here. Now I feel stronger and valuable." Right now this novice teacher is feeling happy to have partly achieved the mission she set for herself by being able to take "a small step" neither the school principal nor her colleagues believed she would be able to take. This paper traces the roots of her commitment and intellectual courage in a solitary attempt to make a small difference in a patriarchal hegemonic social and institutional space.

Gokce Cataloluk

Istanbul Bilgi University

gokce.cataloluk@bilgi.edu.tr

Why Secular Public Education is a Class Issue: Aladag Massacre Beyond Rights Talk

This presentation starts with depicting a fire that broke out in a private dormitory in Turkey last November, that left behind 12 young girls' dead bodies and 22 girls wounded. Moving on from there, it defines the limits of education as a social right and discusses its relationship with other social rights. As a result, it proves that this discussion is a rather weak and abstract one considering that all these rights still require concrete policies connected to them to serve efficiently. On the other hand, when inspected deeply, right at this point lies a paradox of legal system. No normative regulation is considered invalid just because it is inefficient. This is more so in context of social rights which are limited by the states' "maximum of available resources". In the second part of the presentation, it is argued that as poverty is not solely a rights (as it is claimed by international human rights organizations nowadays) but a class issue so is secularism. For there is always the option of private schooling for those who do not wish their children to receive religious education. And as in the case of Turkey, secular public education might be underqualified just to promote religious schooling.

Returning back to the fire in Aladag, some testimonies of the surviving girls and the families are evaluated to point out to the fact that the families were bound to let their girls stay in a private dormitory even though it is against law's wording but the local state authorities openly encouraged them to do so. The presentation concludes with the claim that although rights movements are vital for the working class, translating every class issue into a legal rhetoric is no good for solid solutions- political action must be taken for a public secular education.

Dilara Clarkson

Ankara University

altugdilara13@gmail.com

Happiness for sale

Neoliberalism is a system that favours the privatization of services provided by governments and the transformation of them into commodities in order to justify the fiscal austerity policies of governments. Education is one of the areas that has been affected by this more adversely than any other sector, even though it is not classified as a commodity, and has become a business enterprise on its own. In this money-oriented and consumption-driven world, where the happiness of the individual is defined by TV commercials and life-styles through TV series and movies, an artificial need for "self help" courses were created in the 1980s, when neoliberalism was reintroduced to the UK by Margaret Thatcher and by Ronald Reagan in the USA. Self-help courses are designed to help individuals to provide support and help for themselves in an informal way, rather than relying on governments, authorities, or other official organizations so as to find a solution to the alienation of the individual from their families, friends and co-workers. These courses, which have been a highly-profitable particularly in the United States, have started to spread to other countries and provide a good example for how any opportunity, even in the sector of adult education can be turned into a business enterprise. In this study, self-help courses operate in Turkey, a developing country with similar spending patterns to Britain and America in the 1980s, will be used to present detailed information on the content of the self-help courses available on their own web-sites, requirements needed to join the courses, if any are required, the

fees, the profile of the participants and the number of registered participants on the web-site on which these courses are advertised.

Anna Costantino

University of Greenwich, London, UK

A.Costantino@gre.ac.uk

Pedagogical heterotopias. Carving out emancipatory spaces in neoliberal (language) education

Super-diverse, multi-scalar, multilingual/multicultural contexts, resulting from increased migration flows and digital communication, have brought about a theoretical understanding of language classroom practice (the doing of language learners and teachers) as operating ‘in-between’, or in ‘contact zones’ (Blommaert & Rampton, 2012). By mediating between cultures and discourses, ‘in-between’ zones have been indicated as encapsulating potential for overcoming unequal distribution of learning resources.

A more trenchant suggestion that serves the everyday struggle of teachers and learners is needed; one, I argue, that understands (language) classroom *praxis* as heterotopian space (Lefebvre 2003): a multiple, conflictual terrain for potentially empowering the agency of its participants. On the one hand, classrooms find themselves pervaded by neoliberal market principles of accountability, competitiveness, efficiency (Holborow, 2012) and, hence, compelled into notions of commodified/commodifying competence (measurable performance of teachers and learners). On the other hand, their practice develops through ‘errors’, and struggle to conform to models of competence (‘bad language’ vs ‘good language’) imposed by national and transnational standards. It has the immanent quality of being fluid – difficult to quantify – and of being spurious – difficult to pass any Total Quality Management tests. As a ‘place of encounters’ rather than technicised relationships, it may have the potential to resist the ‘rhythms’ of neoliberal rationality.

In this paper, I draw on Lefebvre’s theory of space to (re)think (language) classroom *praxis* as *heterotopia*. Diverging from Foucault’s dualistic definition of *heterotopia*, I argue for an idea that is dialectic in nature, able to carve out classroom emancipatory spaces. First, I frame

the Lefebvrian underpinnings of my argument and discuss its relevance for the everyday practice of teachers and learners. I then suggest Exploratory Practice (EP), a form of teacher-research, inspired in its inception by the work of Paulo Freire' work, as having the potential for instantiating heterotopian struggle.

Nikolaos-Marios Damianakis

Aristotle University of Thessaloniki

damianaki@psy.auth.gr

The Unemployment in the light of Psychology and Education

The unemployment being a timeless feature of Capitalism, rose significantly over the past 7 years due to the economic crisis. Therefore it requires social, economic and psychological analysis. Our study aims mainly at highlighting the reasons and analyzing the phenomenon under the aforesaid threefold approach. The first section describes the unemployment as a dangerous and destructive experience. An unemployed person has to significant, mental disorders such as schizophrenia, depression and certain fears and psychoneurotic. In sociological terms the individuals who do not have access to work are excluded from the social mechanisms and driven to the social margin, as then become addicted of alcohol, toxic and hallucinogenic substances. In the second section we present the alternative socio-economic policy proposals against unemployment with emphasis on addressing the psychological impact, as well as on education. In the third and concluding part we contribute to the discussion about the Neo-liberalization with respect to the significance of the Educational System. Considering the afore mentioned psychological and social effect on the hand and the relevant literature on the history and the current situation of Pedagogy (according to Pedagogy of Liberation and Critical Pedagogy) on the other, we critically discuss the present deregulation of the Greek Educational System with respect to sustainable increase of employment.

Aylin Demirli Yıldız

Baskent University

aydemirli@yahoo.com

Deniz Gulec Bagci

Hacettepe University

denizgulec@yahoo.com, denizgulecbagci@gmail.com

LGBTI Students Under Siege: A Critical Glance On Teacher Attitudes

Transferring the gender roles, education works as a social mechanism to produce and reproduce the hierarchies in the wider society in which LGBTI individuals seem to rank at the bottom. At schools, teachers are known to play a very significant role in this process. This study focuses on teachers as social agents constructing the gender hierarchies at schools, in terms of their attitudes towards LGBTI students. Since evaluating teacher attitudes requires a qualitative method, we conducted structured interviews with 10 high school teachers in Ankara. We prepared the questions with the help of pre-interviews with LGBTI students on their daily experiences at schools. Throughout the interviews, we tried to find out the answers to the questions below: 1. Do high school teachers know the specific concepts about LGBTI students? 2. What are the opinions of the high school teachers on transsexuality? 3. What are the attitudes and behaviours of high school teachers towards LGBTI students when they start to change their physical appearance? 4. What are the attitudes and behaviours of high school teachers towards LGBTI students' participation in classroom? We have figured out themes and codes depending on the interviews, such as "teachers' opinions on education", "teachers' opinions on gender roles of the students", "teachers' attitudes towards LGBTI students in daily life at schools", "teachers' awareness of their roles in producing and reproducing gender roles at school". The results of the study are expected to serve to reveal the contingent roles of teachers on keeping the LGBTI students under siege.

Saib Dianati

Flinders University, Australia

dian0007@flinders.edu.au

Critical Theory in the MBA program: The introduction of the 'Critique'

Teaching students how to act ethically, think critically and consider the socio-cultural and environmental implications of business actions is fundamental to many management schools in higher education. Many business schools offering postgraduate courses have included sustainability practices, ethics, or a combination of both, as a part of their core curricula. However, the approaches to teaching in these spaces vary considerably. Dominant approaches are often confined to disciplinary methods (descriptive ethical theories) or through practical ‘staff developmental’ (case studies and scenarios) approaches of instruction (Currie & Knights, 2003; French & Grey, 1996). However, there has been only a handful of scholars within business schools that teach into these programs using a critical methodology. Even fewer have examined the rise and effects of neoliberalism as the root causes of (un)sustainability. The paper shares the experiences and challenges faced by students and tutors when critical theory and pedagogy were introduced to the MBA topic ‘Sustainability and Ethics in Management’ and the difficulties confronted when the mode of teaching went fully-online. In particular, it outlines the opportunity critical theory and pedagogy has as a method of academic activism while broadening the scope of knowledge beyond the dominant positivist epistemological leanings in many MBA programs. It did so by changing the nature of the assessment to a ‘critique’ which gave the opportunity for students to question the many taken-for-granted exploitations of capital, such as the subversive forces of interest and inflation. The paper concludes by sharing some challenges as well as some positive developments of how critical theory and pedagogy can be taught online. While there were many difficulties and consequences, it demonstrated, even in a very limited capacity, that academic activism can still be achieved within the most capitalist and competitive classrooms in the university.

Zuhal Dinc Altun

Karadeniz Technical University

zdincaltun@gmail.com

Tugba Isildak Tezcan

Karadeniz Technical University

duzceli37@hotmail.com

What songs say about values? Views of music teachers about music education text-books

Music has a privilege in creating the community relationships and regulating the society. From human relationships to children's behaviors in society music has crucial effect in many ways. It also contributes to development of solidarity, sharing, responsibility, tolerance and love in the community. It is also known that music is a great vehicle for conveying the cultural heritage including values of a society to young generations. In this context, appropriately selected school songs can be effective source for enjoyable and long-lasting learning as well as helping children to gain values. In this study, it is aimed to examine songs included in music text-books which are taught in middle-schools of Turkey in terms of values. Thirty Turkish teachers and ten music teachers have participated in the study. Mentioned music text books were evaluated by the participant teachers. In order to collect data a questionnaire that was prepared on the basis of Ministry of National Education's framework of values was sent out to participant teachers. They were asked to evaluate the songs included in text books and note their comments whether those songs consist of any values or not and if yes, then specify what are those values. Total 82 songs were examined by teachers which included values such as "respect", "responsibility", "sharing and solidarity", "love", "tolerance", "self-confidence", "truthfulness and dignity" and "justice and democracy". Data analysis is still in progress. Final report will be presented at the conference.

Panos Doulas

Public School teacher

pandou.paron@gmail.com

"The Seven Year Itch"

This paper aims at examining the various ways the Greek Government and all the Ministry of Education Administrations have slashed funds for education in Greece during the seven "Memorandum Years" (2010-2017), as they are called in Greece. This paper focuses mainly on the economic side, and less on the political, ideological and longer-term targets of the Greek Governments. It is also not so much an exact financial charting of each measure as it is a record

of all the ways this can be done in. It thus starts from the obvious assumption that e.g. X teachers cost more than X-minus-one teachers. This paper identifies dozens of key ways in which the Ministry of Education attempts to achieve the goal of reducing costs, grouped into six major categories: • A) by limiting total labour costs, • B) by intensifying working conditions for teachers, • C) by changing in-service placement and development, • D) by concentrating factors and creating large units, • E) by creating smaller needs for student education, • F) by cutting extra-curriculum student and school options - privatization. Finally, the paper presents the total figures for the reduction of costs (over one third) in the Ministry of Education Budget during the “Memorandum Years”.

Helen Drenoyianni

Aristotle University of Thessaloniki
edren@eled.auth.gr

Nikos Bekos

Aristotle University of Thessaloniki
bekos@eled.auth.gr

Investigating Greek computing teachers’ curriculum ideologies

The Greek primary school subject “Information and Communication Technologies” is currently taught throughout the country by computing teachers, most of them being software engineers and computer science professionals with high quality university qualifications, but with little – if any- education on pedagogy and the primary school context. According to the latest curriculum edition the content of the ‘ICT’ subject is explicitly differentiated from notions of computer science, defines ICT and ICT literacy and aims at developing students’ digital competences (knowledge, skills and attitudes related to ICT) and at enhancing student’s learning capabilities through the use of ICT tools. As regards curriculum delivery, it is clearly and unambiguously recommended that the teaching and learning activities supporting the ICT subject should be drawn from the context of the whole primary program of studies, they should be based on progressive and learner-centered teaching approaches and that in many cases they should take the form of small,

medium and large scale research and development projects. On the other hand, the ICT subject differs significantly from all other primary school subjects in that its delivery is not supported by a uniform and compulsory textbook. To this day, there is little officially recommended teaching and learning material and no student textbook, a fact that creates a number of challenges and a number of opportunities for computing teachers, who eventually are called to implement it in accordance to their personal, professional and pedagogical dispositions. Yet, what are their dispositions? What are the educational philosophies and ideologies which may underpin teachers' conceptions and practices towards to ICT subject? Within this framework and on the basis of the theoretical perspective of Michael Schiro on curriculum theory (2013), this presentation attempts to describe the results of a small scale study investigating Greek computing teachers' curriculum ideologies. For the needs of the study four different lesson plans have been designed and constructed, all concerned with the process of teaching the concepts "Robots" and "Robotics". In turn, 33 semi-structured interviews were conducted with a proportional quota sample of teachers, in which computing teachers discussed the contents of the four lesson plans. The results of the study seem to illustrate a predominantly neoliberal – socially efficient preference towards the process of teaching and learning.

Fevzi Dursun

Gaziosmanpasa University

fevzidursun@yahoo.com

Opinions of foreign candidate teachers on the problems they experience

In recent years, some refugees who came from different countries, mainly from Syria, Iraq and Afghanistan due to location of Turkey, continue their education in Turkey. Although not many, some of these attend Turkish universities. In addition to the problems in their education, students who came to Turkey and who have the chance to receive higher education in Turkey face problems such as being in a foreign country, cultural differences, longing for their families and accommodation, health, language learning etc. Object of this study is to determine opinions of students, who are receiving education in Turkish universities, on their education related problems. In this study, case study method was used from qualitative research designs. Case

study is in-depth analysis of a basic condition. The study continued with qualitative interview technique. Unobservable factors such as experiences, attitudes and thoughts are tried to be understood with the interviews. It is the main task of the interviewer to ensure that the subject gives comfortable, honest and correct reaction to the questions asked in this process. In the process used in this research, preparation of interview form, receiving expert opinion, test application and interviews are completed and input of the interviews in computer, analysis of the interviews, interpretation and reporting processes are not completed yet. Five volunteer candidate teachers who came to Turkey from abroad and who study in Gaziosmanpaşa University Faculty of Education in 2016-2017 academic year participated in the research. The research was limited to Syrian students. The research was conducted with qualitative method. Six questions were used in order to determine opinions of teacher candidates on the problems they experience. Questions are as follows: How would you evaluate teacher education system in Turkish higher education system?, How would you explain positive and negative situations you experience during your education process?, How do you solve the problems you experience regarding education in Turkey?, If you had the opportunity, what would be your decision regarding your education?, How would you correlate the concepts of freedom and education?, What are your dreams about your future?. In analyzing the data, frequency, percentage calculations and content analysis technique, which is one of the qualitative methods, were used. Findings will be determined with the answers provided by the participants, codes and themes and results and discussion sections will be formed. Keywords: Foreign candidate teacher, educational problems, free education

Anna Dzierzgowska

Multicultural Humanistic High School "Jacek Kuroń", Warsaw Poland

anna.dzierzgowska@gmail.com

Teaching history in Poland. Whose history? Whose teaching?

In Polish educational system, history and historical education is a battlefield. "Law and Justice" - the right-wing political party, governing Poland since 2015 - made a demand to "return" to historical education a part of it's electoral program; curriculum of history is an important part of today's so called "reform" of polish educational system, and history is essential to political

debates. "Law and Justice"'s long march to power begun with a creation of right-wing historical policy, based on nationalistic and militaristic sentiments. Needless to say this is this vision of history, which excludes peoples history, women's history, LGBTQ+ history, post-colonial perspectives and so on. This exclusion touches also the whole tradition of polish left, and especially - of polish communist movement. In such an environment even some parts of Polish left, wondering if we need our own historical policy, has a problem with a communist tradition and tries to maintain a division between "proper" and "improper" leftist past. As a teacheress of history I would like to argue that the curriculum of history is a focus point, in which we can see the whole liberal and right-wing concept of history. Therefore, this is also the point from which we can start to imagine the alternative, more emancipatory, more just concept of history teaching. This alternative history teaching would be, of course, much more "in touch" with all the modern, progressive currents in historical research. And it would also be much more didactically valuable. The "progressive" attitude to research and teaching of history creates it's own problems, especially with concepts of "identity" and "representation", which became obvious when one tracks the research and debates about school manuals, made by the progressive researchers. Between some leftists projects of making our own historical reconstructions, demands of some feminists of including more women to curricula, right-wing consecration of nationalism and militarism and media panic about "culturally alien" refugees - is there even possible to imagine any truly alternative historical education?

Sengul Erden

Ankara University

sengulerden@hotmail.com

The effect of neoliberal policies on health education

Health education, which is organized in primary health care services, plays an important role in providing preventive and therapeutic health services. In fact, since the establishment of Turkey Republic, health training in Turkey has been taken great importance. The health care professionals who are working at the primary level has been charged for organize health training. But, after 1980 the neoliberal policies were started to practice, then, depending on new policies,

the changes has been seen in serving primary health care. Meanwhile, the health training which was held in these health centers have also been influenced by these particular changes. In this study we tried to find out effects of neo-liberal policies on health training which are arranged in primary health care. The data was collected from the two towns of Ankara district which are Mamak and Çankaya. The interviews were done with six family practitioners and eight family health employee who are working in family health centers in these two towns of Ankara. Semi-structured interview form was used as a data collector. The descriptive analysis method was used to analyze the data which was obtained through interviews. As a result of this study, these specific conclusions were found: Depending on a performance system; health professionals were obliged to focus on high scoring and high incoming treatment services than having health training, because of this as professional way there has been proceeding activity towards proletarianization among health care professionals. In neoliberal approach, the treatment services have apriority role, so the health training for health care professionals are emphasized that they don't get a training about how to give health training and also, while they are giving training they don't use any pedagogical/androgogical methodology, besides, mostly they use their professional experiences. On the other hand, they said they need training about adult education. To conclude that, the study showed clearly that neo-liberal policies have effects on health training.

Ebru Eren Deniz

Ankara University

kemane84@hotmail.com

Employment Processes of LGBTI Workforce and A Critical Analysis of the Problems They Face in Their Working Life

LGBTI (lesbian, gay, bisexual, transgender, intersex) people have to survive in a heteronormative society which is organized around the dichotomy of women-men, all people are heterosexual and in which all other sexual identities are considered as “abnormal”, marginalized and otherized (Altunpolat, 2013). They are exposed to all kinds of pressure, discrimination and violence each day, and some are even murdered. In the heteronormative social order, LGBTI people face problems in many areas of life such as education, health, and housing. Working life is one of the

areas of life in which LGBTI people face the most problems and they still keep fighting for their rights in this area. (Kaos GL, 2013). In the workforce market, having the necessary qualifications or the quality of labor are not the only criteria in recruitment process today. The candidate's race, ethnicity, religion, gender, sexual preference, sexual identity, disability and political ideas also play a significant role in this process and numerous candidates are exposed to discrimination (Doğan, 2015). LGBTI people face many problems not only in recruitment process but also in working life, too. These problems are the need for disguise, isolation, alienation, dismissal, unemployment, mobbing/ sexual harassment, insult, and carding (Kaos GL, 2014). Moreover, transgender people who don't have many job opportunities except being a sex worker are excluded from working life in various ways, discriminated at work and left with the minimum wages to survive. Many of them have to work in unhealthy conditions without any social insurance. Moreover, it can be seen that not only most of them are deprived of their right to work, but also their right to live is under a big threat. This study which aims to discuss the problems LGBTI people face in recruitment process and working life as a result of their sexual preference and sexual identity from a critical perspective is a theoretical study and literature view.

Kadir Eryilmaz

Istanbul Bilgi University

kadir.eryilmaz@bilgi.edu.tr

The class of the Law: A socio-legal research on legal education in Turkey

Neoliberal form of capitalist system requires a common legal system that is founded upon concepts such as rule of law and equity. However, law traditionally is defined as a system within the borders of nation state, and with latest transformations of economic system, like professionalization, widespreading of multi-national corporations or precarization effect juridical field's dynamics.

This structural transformation experienced in judicial field and by the legal professionals also has effects on social classes. According to the latest studies, legal professionals widely face precarity, inequality of income and lack of occupational satisfaction. These effects are also may observed on students who have not yet started to work as a lawyer, judge or etc. At this point, effects of

neoliberal transformation of law and higher legal education can be argued together. These both two dimensions of transformation reshapes the practices based on the class of legal professionals.

In this article, the culture which is constructed by reproducing of class among legal actors and its relation with legal education is examined. This research also aims to understand how neoliberal transformation shapes the class perception and how it reforms legal ideology of law students, who are main actors at educational system. To answer this question, a qualitative socio-legal research that includes in-depth interviews with law students is conducted and data interpreted using concept called “legal culture”.

Since law students are both inside and outside of the juridical field, to examine their self-perceptions and social backgrounds can make visible class related dispositions of legal professionals. To analyze students significant, transitional position between educational and juridical field, I use the terms “*internal legal culture*” and “*external legal culture*” derived from the terminology of legal anthropology. They represent every norm, entity, disposition or ritual internalized in the judicial actor. Within this anthropological and theoretic approach, I aim to shed light also on symbolic perspectives of actors’ practices in parallel with economic transformation.

Fulya Ezmeci

Hacettepe University

fulya.ezmeci@gmail.com

Ozge Nurlu

Gazi University

ozgenurlu@hotmail.com

Occupational Gender-Role Stereotypes in Children

One of the important factors of gender roles is the occupation which has been selected or forced to be selected. Many occupations around the world are separated by certain lines as male and female dominated. The goal of the research will be to examine the prevalence of occupational gender-role stereotypes in children from kindergarten to 4th grade. Data will be collected from those children, at a public primary school which has kindergarten classes too in Ankara in 2016-

2017 academic year. The research will be designed as a cross-sectional survey. In order to collect data of the research, 6 gender-stereotyped occupations (3 of them are male dominated, 3 of them are female dominated) which will be determined by reviewing literature and taking expert opinions will be asked children to draw a person for each occupations. In the analysis of data, estimates (frequencies and percentages) will be demonstrated for the gender of each occupations in pictures drawn based on children's grades. Moreover, ANOVA will be performed to find out whether significant occupational gender-role stereotypes differences between grades. In addition, examples of pictures for the occupations drawn by children will be presented. It is expected that older children relatively will draw occupations more gendered. Because children held gender stereotypes from early ages, it is expected that children participated in this study will have this knowledge, but will differ in the degree occupational gender-role stereotypes based on their ages. The research will be able to make some recommendation for further research. For example, the study will be constructed as a cross-sectional research, however longitudinal studies could explore more proper results on the changing of prevalence of children's occupational gender-role stereotypes. Also, the study could be extended through the action research to investigate what kind of learning environments and activities can promote children's sense of gender equality.

Marines Veronica Ferreira

Federal University of Santa Catarina

marinesmvf@hotmail.com

Carlos Alberto Marques

Federal University of Santa Catarina

bebeto.marques@ufsc.br

Curriculum restructuring from the Freireana thematic approach: Overcoming propositions in defining the generator theme

This essay emerges from reflections about teachers' conceptions regarding the definition of the generating theme. The proposal for reflection comes from an activity requested in the subject *Fundamentals of Critical Theory and Freirean pedagogy as a curricular policy for undergraduate degrees in Science Teaching at the Federal University of Santa Catarina (UFSC)*.

Its objective is to problematize the form of definition of the generating theme from the research done by Ferreira (2016), in which it explores curricular interventions in the perspectives of the Thematic Approach, implemented in High School in State Schools of Santa Maria / RS in the area of Natural Sciences. Thus, it is intended to highlight gaps pointed out by teachers, which can be considered in the dissemination of the perspective of the Thematic Approach. In this way, contribute to the understanding of the teachers of the area of Natural Sciences on the importance of the stage of definition of the generating theme and its meaning for teaching.

Maria Fragkaki

Al- Quds Open University, Palestine

mfragkaki@qou.edu

Technology Enhanced smart Learning (TEsL) in the West and the East: Developing Higher Education Policy and Curricula Beyond Capital Attacks and National Stereotypes

This paper explores the challenges that HEIs in the West (Europe and UK) and the East (Palestine, India and Turkey) are facing adopting technologies and educational change and makes some recommendations on how these challenges to be met. One of the two main objectives of the paper is to present the restrictions HEIs in these countries are facing within the economic, social and cultural frameworks they function. The second objective of this is to identify enablers that could meet these challenges, smash the existing barricades and develop actions for an educational change, using the advances emerging technologies are offering. The main challenge-among others- of Education, which educational stakeholders and policy makers are trying to overcome in the west, appears to be developing graduates' employability skills and digital competencies to meet market needs. However in different parts of the world, in the east, although the education problems are raised from the same capital we could say factors, they are largely struggling in other fronts, in the practical and cultural field. Basic constraints in the East universities in the East seems to be in practical issues the lack of infrastructure and connectivity and in theoretical issues the lack of a liberated culture, empowering philosophy and updated knowledge on emerging pedagogies, methodologies, digital technologies and experiences. National synergies among east universities and international synergies between East and West countries need to be

enhanced. The needs of the labour market are asking also for ways to be satisfied but that is not seem to be the main barricade to the so called “modernization”. In concluding, Modern Education neither in West nor in East has largely succeeds to deliberate the educational systems or encourage the societies hoping for a healthy, happy and sustainable future, except of sporadic innovative initiatives. Old roles presented with «new» faces and academics and graduates don’t have the strength and the deep knowledge to be active and critical-reflective educators, learners and citizens. Technology Enhanced learning (TEL) in Education could be smart enough to empower HEIs academics and learners to utilize pedagogically under a critical-reflective and creative perspective. Technology Enhanced Smart Learning (TEsL) curricula with global cultural values and an empowering culture, Deep Learning Theories, Critical Pedagogies, on the edge eLearning and blended technological environments and Open Educational Resources (OER) will provide university students and academics the field to flourish and meet the challenges of the post-digital era, creating a fair, deliberated and sustainable future for all.

Violetta Galanopoulou

National and Kapodistrian University of Athens

violettagalanopoulou@gmail.com

Dimitris Skordos

Classification, verification and disquisition on the archive of the 1st Elementary School of Drapetsona during the period 1940-1951

The current presentation is concerned with the extant archive of the 1st Elementary School of Drapetsona during the years 1940 - 1951. That particular period has been chosen because of its historical importance. Indeed, it is a politically turbulent historical period, which includes the World War II, the Italian and the German occupation and the outbreak of the Greek civil war just after the liberation of the country. The outcome of this study can contribute to the history of education, especially history of Science teaching, in Greece. The choice of the school and the area of Drapetsona has its significance. A now suburb of Piraeus, at that time was a part of the municipality of the largest Greek commercial port. Due to its strategic significance, the wider area of the port suffered from severe bombings during the World War II. Its habitants were

refugees from Minor Asia and Pontic Greeks who became workers in the many industries and shipyards of the area. Over the time the majority of them developed a particular, left-leaning, political view. Hence, during the Occupation of Greece, there was a vast participation of them in the National Liberation Front (EAM), and many of them were persecuted by the state during the Civil War. Some important findings arose from the initial research. First of all, we discovered records of purchasing learning tools in 1942. Although we can't be certain of the content of the purchase it is still surprising that it occurs at a time when it is difficult to find a proper and steady physical school environment. At the same time an enormous effort commences to buy a movie projector and a radiophone which comes to an end during the first years of Liberation. Through the studying of the extant archives the absence of interest in Science Teaching comes to light, while the efforts of all educational institutions are focusing in the moral and religious reform of the people. An effort so steady and persistent, that it intensifies after the retreat of the Nazi occupying forces and the outbreak of the civil war.

Mariola Gańko-Karwowska

University of Szczecin

m.karwowska@yahoo.fr

Intersubjectivity - in between of contingency and availability of symbolic structures

The goal of my speech is to reconstruct a «history» of an intersubjective importance, the process of its deformation and consequences which have influence on an integration processes and socialization of a young generation . In my speech I'm going to present: 1. Issues which are connected with evolutionary and religious roots of intersubjectival validity (G.H. Mead, E. Durkheim) 2. The process of deformation with referance to process of modernization according to the contemporary postliberal societies (M. Weber, K. Marks) 3. Social consequences of intersubjective importance deformations - challenge for education (J. Habermas)

Katerina Georgakoudi

National and Kapodistrian University of Athens

k.georgakoudi@gmail.com

Krystallia Halkia

National and Kapodistrian University of Athens

kxalkia@primedu.uoa.gr

Factors influencing primary students' future engagement in science carriers: The case of the socially marginalized area of Tavros

Today, as the developments in science and technology grow faster in the contemporary society, there is a great need that the entire pool of human resources should be involved in science careers (EU, 2015). In the last decades EU acknowledged a major gap between “those that can interpret; those who can only use; and those who are pushed out of mainstream society and rely upon social support” (EU, 1995). For this reason reducing poverty, widening participation and improving socio-economic equality are considered crucial social goals for ensuring both inclusive, responsible citizenship and benefits to the socio-economic growth of the EU members (EU, 2015; Laugksch, 1999). Meeting these challenges requires the strengthening of science education, as well as an awareness of the specific educational needs of socially vulnerable populations. The research focused on sixth grade students in a deprived area of Tavros; a socially marginalized municipality. It aimed to investigate whether these students are likely to be employed in science professions in the future. More specifically, it attempts to investigate some factors that, according to the literature, prove to be determining. These factors are: a) the pupils' interest in science, b) their aspirations for science, c) the type of extracurricular activities with which they are involved, and d) their parents' attitude towards science (Hong et al., 2013; Osborne et al., 2009; Simpkins et al., 2005). For this purpose, semi-structured interviews were conducted with twenty students of the 6th grade, six of whom did not speak Greek fluently (their parents were either Greek Muslims natively speaking Turkish or economic immigrants from India and Pakistan). The findings revealed that, even though the students are interested in science courses, they neither get involved in extracurricular activities, nor they aspire to follow science carriers. Moreover, their parents' lack of interest in science affects the students' attitude, since their parents are not able to motivate them towards science. Finally, as regards to the non-Greek-speaking pupils, the findings showed that they have less interest and face more difficulties, while both the aspirations of the children and their parents seem to "comply" with the status of their own socio-cultural environment.

Giorgos Gkalpas

Independent scholar

giorgosgkalp@gmail.com

Christos Avramidis

Independent scholar

Chrisavramidis@hotmail.com

Ideology and ideological state apparatuses: A critical approach/reading

In the present paper it is argued that Althusser's theory of ideology maintains a vague relation with knowledge, science and truth. From here comes a theory of ideology that "has no history", which in our opinion presupposes a certain non-historical view of human nature and a certain type of man, who is easier to succumb to ideological interpellation. In addition, the weakness of the Althusserian system, the conception of ideology beyond the State's horizons, and the transformation of the Ideological State Apparatuses (ISA) during the transition to late capitalism are demonstrated. The role of education, the alteration of ISAs from capitalist logic and the productive role of the State, are the main points of criticism. The purpose of this paper is a "symptomatic" reading of Althusser's work, with the help of his own Self-Critical Elements. Althusser's "symptomatic" analysis would mean what remains outside the field of his own visibility, and that is the question of the relationship between knowledge and truth, science and ideology. What the Althusserian system constantly repels, but which returns constantly as a repressed object is its relationship to the Truth.

Aristotelis Gkiolmas

National and Kapodistrian University of Athens

agkiolm@primedu.uoa.gr

Constantine Skordoulis

National and Kapodistrian University of Athens

kostas4skordoulis@gmail.com

Anthimos Chalkidis

National and Kapodistrian University of Athens

achalkid@gmail.com

Artemisia Stoumpa

National and Kapodistrian University of Athens

artemis.stoumpa@gmail.com.

Teacher Empowerment and the Hidden Curriculum: Contradictions in Educating Victims of War

Nowadays, the inclusion of children-victims of war (such as refugees, civil-war persecuted and other cases) is becoming a key-aspect and a central scope of education. The case of Greece, our country, is indicative, accepting tens of thousands of refugees, and being in the – totally justified – need of educating them and embodying them in its School Praxis and Curricula. The way we see it, there are two counter-acting (contradicting) forces which mainly form the shape and the orientations of the education provided to the children-victims of war: The one is the “hidden curriculum” (in its negative connotation) and the other is “teacher empowerment” (in its positive one). Both terms stem from the field of Critical Pedagogy, a thing that proves – we believe – the importance of this certain field for the education of such children. Apart from that, both terms gain in importance, when a country, such as Greece, does not possess a Curriculum or an Educational System specifically defined so as to accept victims of war. Hidden Curriculum can easily form a major obstacle for the effort of children-victims of war to be part of an educational system and to conceive both the body of knowledge the latter provides and the way it works. The hidden curriculum may overstress the existing religious and racial differences, the differences in language, Arts, the way they conceive and understand Science. It may imply new forms of oppression, different than those they faced due to war, but equally strong, and may also actually drop them out in a system that is supposed to take them in. On the other hand, teacher empowerment seems to be the most capable answer to all these, and in Greece it has already shown some of its strength. The teacher(s) can overcome the inequalities being created in the classroom and in the Curriculum; the local and national movements of teachers can also win the citizens’ “movements” to exclude and send away victims of war (“movements” usually of neo-nazist and fascist origin, and existing in Greece, as well as throughout Western and Eastern

Europe). Finally, the teacher empowerment can activate teachers to get involved in the displaced persons' camps (in Greece, called "hot-spots", with tremendous negative connotations) and help the latter improve their everyday, out-of-school life, by supporting them in various ways (covering needs such as food and medical care among others). The final outcome of these two counter-acting forces, hidden curriculum and teacher empowerment, will decide, we believe, whether and to what extent, children-victims of war will succeed or fail to be included in each country's educational system and in each country's life, in general.

Vassiliki Gkouni

National and Kapodistrian University of Athens

vassilikigkouni@gmail.com

Simeon Nikolidakis

Democritus University of Thrace

simosnikoli@yahoo.gr

Alexandros Argyriadis

Frederick University, Cyprus

hsc.arg@frederick.ac.cy

Maria Athanasekou

The University of the Aegean

m_k_athanasekou@yahoo.com

Creativity and learning: Supporting Students' creativity integrating arts into literature instruction

Creativity is an important ability for all individuals in order to fulfill their personal goals and lead a purposeful life. Certain pedagogical theories promote teaching approaches that help students develop their creative thinking skills. Students' engagement with arts during the learning process has a crucial role in this direction. The use of imagination, the joy of creativity, the efficiency of expressing thoughts and emotions, certain problem-solving abilities and collaborative skills are only some of the benefits students gain in such innovative learning environments. In this paper, the development of students' creativity via the use of arts is discussed by a teaching perspective.

At first, we present the pedagogical background that encourages students use their creativity in the teaching act. Then, we focus on the integration of arts in literature instruction with the use of some student-centered teaching methods and didactic approaches. Certain conclusions are mentioned about the learning environment promoted by such an instructional view, its impact on students' creative productivity and the assessment procedure.

Nagihan Gokce

Kastamonu University
nagisyasar@gmail.com

Ahmet Yildiz

Ankara University
ahmety72@yahoo.com

Hande Dindar

Private Sahin Schools
handedindar89@gmail.com

An analysis on reasons of illiterate women for non-participation in literacy courses in Turkey

Illiteracy is one of the important educational problems in Turkey. In statistics, national and international studies, gender dimension is especially emphasized. Besides, presence of non-participants in literacy courses puts participation dimension forward. In this research, it is aimed to analyse the reasons of illiterate women's non-participation in literacy courses. With this aim, interviews were carried out with twenty-one women living in village, squatter settlement and city center in total. Qualitative research method is used. The obtained data were analysed with descriptive analysis method. Research findings indicate that gender roles such as child care and home responsibilities, age and age-related factors, fear of failure, work-related factors, disapproval of kith and kin and being not in the need of literacy in daily life practices were mentioned by women as reasons for non-participation in literacy courses. However, when interviews were analyzed, one could see the influence of culture they grew up with and their social life in the background of their non-participation reasons. As a result, their main reasons for

non-participation in literacy courses are that education is a masculine area according to the culture they grew up, they have limited life space and they don't often face their illiteracy in this limited life space.

Tom Griffiths

University of Newcastle, Australia

tom.griffiths@newcastle.edu.au

World-Systems Analysis and Critical Education

World-systems analysis has its roots in the dependency theory critique of modernization theory, rejecting its claimed linear process of economic development for all nation-states. As an approach for understanding systems of mass education, world-systems analysis takes the historical development and operation of the capitalist world-economy, across core, semi-peripheral and peripheral zones of the world-economy as its starting point. This paper aims to consider the implications, and potential applications, of world-systems analysis for critical educators. It develops some preliminary examples of the ways in which world-systems analysis can inform teachers curricular and pedagogical practice, within the Australian national curriculum framework. Based on this work, I argue that current and ongoing crises expand the scope for critical work within official curricula, and for world-systems analysis critiques aimed at building anti systemic movements for a non-capitalist alternative.

Sevgi Gulbitti

Ankara University

sevgibgc@hotmail.com

Village institute experience and public education in Turkey

Although the Village Institutes operated for a short period between 1940-1954, they were educational experience that played an important role in social transformation. Village Institutes which were the most precious institutes of the modernization of the republic were educational

institutions established with the aim of training villagers, teachers to change the trend in Turkey where 80% of the people lived in rural areas and were not literate. However, the duty fields of the teachers trained in the Village Institute were not limited to providing education to the students and in order to transform the village, teachers educated in this institute took part in many public education subjects such as agriculture education and health education. The Village Institutes established for the purpose of training village teachers who know the conditions of the villages and who will educate the modern people and equip villagers were also established as formal education institutions and they were also active as public education institutions due to the above mentioned features. In this study, the legal documents that direct the implementation of village institutes, the educational processes in these schools and the activities of the graduates towards village development are evaluated. Accordingly, village institutes are emphasized in terms of administration, education, agriculture, arts, health protection, child care and village raising in legal texts. During the training process, practices were carried out to develop the village, which is important in terms of citizenship knowledge, home administration, cooperatives, agriculture and workshops (ironmongery, tulip, building and masonry, embroidery, sewing, weaving) and public education. Graduates made unique efforts to develop villages and the peasantry.

Murat Gurkan Gulcan

Gazi University

muratggulcan@hotmail.com

Child labour and education rights

Child labour is an important problem about education right in Turkey and all around the world. Child labour problem has been on-going almost all over the world for ages and still exists in all countries regardless of their level of development. Child labour leaves socially and morally adverse effects on working children and arises from the structural problems of a country. This worldwide problem has begun with The Industrial Revolution in 1778 and increased rapidly since then. Today, 250 million children are working all over the world. 50 million children cannot attend a school. According to 2012 data 893.000 children are in the labour market in Turkey. Half

of these are in agricultural sector. Same way 399 thousand children cannot attend a school in Turkey because of child labor. More than half of them come from agricultural worker families. Every year more than 150 thousand families are on the roads to work from March till November with their children. These children cannot receive education and as a result leave school in a few years. Purpose of this study is to explain the current situation of child labor and the obstacles to education around the world and Turkey and to make suggestions regarding these issues.

Aslihan Hanci

Ankara University

aslihanci@gmail.com

Importance of Analysing Education as a Political Phenomenon for Critical Pedagogy

Today, mass education as organized institutionally in the form of schools serves as an individual and social shaping process in societal reproduction of labour with an aim to improve the labour quality. Accordingly the form and content, institutionalism, and prevalence of education have been shaped in line with the societal needs. On the grounds that education is defined within the context of said social and historical processes no essential definition thereof that is ever valid could have been provided available. The education is how 'it' is defined. For example, education can be defined as a process to change behaviours, a social and cultural process of transference, or creating the environment that will ensure the development of individuals. Besides, each definition creates a different 'educational' approach and practice since education is not a thing or a state independent of its social context, but functions as a political and social construction process. To Freire (Mayo, 2012, p.20) there is no "neutral" education. Education may "domesticate" or "liberate." This attribute provides education with a political character. Its characteristics of not being a natural process or phenomenon, but being a relational and contextual construction process open to be changed by the will of people, wherein conflicts and rapprochements can be experienced, and including the hegemonic relation of the teacher-learner that ensures being political, make education a political and relational reality. Therefore the present study aims to address the political character of education in the context of liberation of the student and teacher's/educator's process of becoming subjects.

Parties of a political relation may be positioned in decision-maker vs. -executer, teacher vs. learner, who causes to tell vs. teller, and superior vs. inferior. The state of being political ceases to exist should the parties are able to reach an agreement and arrive at joint decisions. Otherwise, lack of agreement gives a rise to a sphere of political struggle. Apart from the two cases above, failing to address a phenomenon of non-agreement and if education is at stake, it means that a very important condition in the process of realizing educational practice is ignored. This is because of the fact that addressing the one that truly is political as it is not, covers up the antagonisms and lead to a distancing from democracy. As stated by McLaren & Rikowski, “*A revolutionary critical pedagogy operates from an understanding that the basis of education is political and that spaces need to be created where students can imagine a different world outside of the capitalist law of value, where alternatives to capitalism and capitalist institutions can be discussed and debated, and where dialogue can occur about why so many revolutions in past history turned into their opposite.*” (Rikowski, 2011, p.129). Therefore in order to create environments, where students can imagine a world outside of the capitalist social laws, primarily requires reflecting the political character of education into the critical education practices as well. Again Rikowski (2011) suggests that the three important conditions and phases of an anti-capitalist education are criticism, human needs, and human freedoms. Thus, pedagogues that take critical pedagogy as a guide base their work on an analysis of education as a political phenomenon with an aim to open up spheres of liberation by criticizing Neoliberal educational policies and considering the human needs. Therefore they will be able to open up fields, where both themselves and their students may freely exist, by liberating from the grip of professionalization and proletarianization as imposed by neoliberal capitalism. Analysing education through a political perspective in the reference frame of critical pedagogy may help with the fact that “knowledge” will no longer remain a privilege, but a right that can be exercised by all.

The present study aims to discuss the likely effects of an analysis of education as a political phenomenon on the liberation of students and teacher’s/educator’s process of becoming subjects and thus to emphasize its importance for critical pedagogy.

Tao-Chen Hsu

University of East Anglia

T.HSU@uea.ac.uk

Exploring the application of concepts of critical pedagogy in the Sunflower Student Movement in Taiwan

In recent years, social movements have become increasingly active around the world. There are many reasons for the rise of civic awareness and different social movements. Especially in the 21st century, the gap between the rich and the poor is widening. This generation is moving toward polarization and people have begun to reflect on their own interests and the values of their societies. This belief is fermented around in Taiwan, it does not only mean people start to understand how to change unsatisfied Institutions through social movements but also means that in order to overcome all kinds of injustices in the society, we must build self-consciousness through critical approaches involved with education. However, change and reform of the political and social order can often be discussed from the perspective of adult education. As emphasized by Freire's theory (1970) that some aspects of adult learning and teaching are related to the causes of social change. Taking Taiwan for example, the Sunflower Student Movement broke out in Taiwan in 2014 because the Taiwanese government signed a controversial trade deal with China. In addition, the legislative process of this major motion took only 30 seconds to agree through a hasty review procedure this trade agreement is also the reason that students raided and occupied the legislature for 24 days in an act of civil disobedience. Students were the protagonist of the movement; they blocked the injustice procedure of the Cross-Strait Service Trade Agreement (CSSTA). Through the Sunflower Movement, it is expected that university students might play a vital role in the development of Taiwan's democratic political status in the future. Besides, in the process of reviewing the constant development of civic consciousness and the establishment of a democratic society, it is an important issue to extend how university lectures bring critical pedagogy into the school environment to inspire students' critical thinking. I expect that all participants might be affected or stimulated to consider their society and their identity within it after taking part in this research.

Jones Irwin

Dublin City University, Republic of Ireland

jones.irwin@dcu.ie,

Radical Education Then and Now – Affinities and Disaffinities Between Lyotard and Rancière and Their Contemporary Significance in Educational Struggle

This paper explores different strands of radical Leftist philosophy in France in the late '60s, with a particular comparative emphasis on the work of Jean Francois Lyotard and Jacques Rancière. Building on this analysis, I foreground the significance of each of these thinkers for contemporary struggles in educational policy and practice. In the lead up to '68, while Rancière was associated with the Ecole Normale Supérieure and the Marxism of Althusser, Jean Francois Lyotard's work at the University of Nanterre was right at the heart of the pre-'68 events. Lyotard's texts from the early 1960s onwards demonstrate his significant role in the evolution of the '68 processes. In contrast, it is arguable that the Althusserian group including Rancière (as well as Badiou and Balibar) were more marginal to the '68 events and development. In the 1970s and beyond, the respective works of Rancière and Lyotard take further significant philosophical and political turns, but this initial 'alternative genealogy of resistance' is revealing in ways which can shed light on their subsequent trajectories. The last section of the paper addresses the different ways in which both thinkers can be seen as relevant for a critique of contemporary education.

Sharon Jones

Anglia Ruskin University, England

sharon.jones5@pgr.anglia.ac.uk

Negative educational experiences and social mobility in later life: How an “art’s” intervention can be key for improving outcomes among an “underclass”

What is class? And does class really mean anything to us in the 21st century? Does class background substantially disadvantage some people but not others? If so, why, and how can we, empower those disadvantaged? In 2013 the BBC's – Lab UK Great British Class Survey, categorised 'people in the UK...into seven social classes' (BBC, 2013), the highest class being

the elite and the lowest being the long term unemployed or precariat often dubbed an underclass in the literature. Although individualization theory argues class is dead (Beck, 2007) debates surrounding social class in post-war capitalist Britain continue to dominate the sociological field (for example see Ball, 2008); within the social class debate there is a further debate of an underclass. Education is viewed as key to the future life chances of our young people and evidence suggests there is a strong link between social class background and educational outcomes (Garner, 2008; Graham, 2014). Schooling, in the UK, with its imposed competitive drive and business is best attitude to individuals ‘contributes to reproducing the structure of the distribution of cultural capital and, through it, the social structure identical to itself’ (Bourdieu et al, 1977:preface). To overcome this, critical tools must be developed and raised amongst the marginalised through an intervention using ‘transformative’ pedagogy. Aims of research The aims of this research are to critically explore the educational lives of, and empower, disadvantaged adults, with the use of a non-formal arts intervention. Methodology Research methodology: Critical Ethnography. Qualitative Methods: ‘Conversational’ style interviews, informative sessions, arts based activities. Concluding section This presentation will end with a short film that my participants and I have put together as part of the practical component of this research.

Thanasis Kakavelakis

University of Crete

kakavelakisth@gmail.com

Critical Literacy Practices in the school subject of Ancient Greek Language and Literature

School literacy is not a neutral process promoting the acquisition of knowledge, skills, and values: it has a profoundly political dimension. However, this is a fact which is not often realized by its participants (Luke, 1992). Critical Literacy (CL) as a pedagogical approach clearly states its political ends for school literacy: the critical awareness of social relations and social practices; this end and the reflection that ensues are the necessary prime steps that lead the education participants to personal transformation and to developing a stance of intervention in favor of a society organized on a fairer and more equitable basis (Freire, 2001). Given such a purpose, CL

opposes to both traditional views of education - such as "the banking model of education" (Freire, 1970) - that face students as passive recipients of knowledge which they reproduce and the dominant neoliberal educational policies, facing teachers as technocrats (Katsarou, 2016). CL refers to all subjects taught at school. This presentation focuses on its integration in the teaching of the subject of "Ancient Greek Language and Literature" at first class of a senior high school (tenth grade) located in Crete. In addition, CL, as well as all socio-cultural learning theories, pays attention to the particular context in which the educational process occurs (Perry, 2012). Thus, the specifics of the particular module within the Greek educational system, the restrictions they set on the teacher and the pedagogical framework according to which these issues were addressed, are described. Following this, concrete CL teaching practices that were applied during the school year are exposed. In the end, how the students responded to those CL practices is discussed. In the last part of the presentation, the CL teaching practices presented above are related to the effort for a more democratic education and the prerequisites of such a project are discussed: the redesign of the basically homogenized Greek curriculum and the transformation of teaching practices, so that students can play a more active and simultaneously a more critical role in the educational process.

Nafsika Kapsala

National & Kapodistrian University of Athens

nkapsala@biol.uoa.gr

Matina Mpalampekou

Evangelia Mavrikaki

Repositioning science teacher's role in the context of critical education with history of science storytelling

Critical education's goals demand that teachers shall reconsider their role; Paulo Freire claimed that "As educators we are politicians, as well as artists" (Hall & Kidd 1978). In particular science teachers shall go beyond delivering science content knowledge; they shall introduce a moral dimension in their teaching, as well as a historical and cultural one, in order to help students critically evaluate the subject of the natural sciences and of scientific activity in the light of social

utility (Skordoulis 2009). Telling stories derived from History of Science (HOS) to teach Science can contribute importantly to those goals in several ways. When HOS is introduced in science teaching practice, students get the chance to make connections between the described historical conditions and the conditions of their own lives, concerning the social structures and the changes that have occurred in the past and therefore can possibly occur again. Connections are also made to the personal experience of life, as events in history are events for the success and failure of individual men and women (Lankshear & McLaren 1993). All this procedure gives teacher and pupils the opportunity to examine science in a political and moral perspective. Moreover when HOS is introduced by storytelling, emotional goals are also achieved, that are important, as in critical education it is crucial to have an interaction in the class that supports dialogue and negotiation (Skordoulis 2009). Indeed, with storytelling the sense of class consistency is enforced (Wills 1992). Relationships among students and between teacher and students improve. Through stories students of different social groups understand one another (Abrahamson, 1998) and experience problems that are not theirs, sensing the need for change. Our research has shown that after storytelling students tend to consider their science teacher as more friendly and approachable, and they are usually driven by the stories to fruitful conversations regarding science, politics, etc. Concluding HOS storytelling is a useful educational tool for awakening, and mobilizing students about social problems that either they or others face elsewhere in the world.

Sadik Kartal

Mehmet Akif Ersoy University, Burdur, Turkey

sadikkartal02@mynet.com

Nationalist Elements in Turkish Education System

With the emergence of the national state ideology, ideology has been influential in the creation and implementation of policies in the field of economics, science, technology and education. While making the ideal man definitions and upbringing, the ideologies use the education. The education system try to provide the codes of the political regime in formal and formal ways, in the educational environment and outside, in various activities as knowledge, skills and attitudes.

The basic idea of those who founded the Republic in Turkey was to "run the Republic". The way of doing this is to give the collective national character to the society. It was stated as a mission of the school to develop and strengthen the national unity, to make the country, the nation the most prosperous, to raise the national culture above the level of contemporary civilization and to prove the supremacy of the Turkish nation. For this, Turkization policy was used. It was the main objective of this policy to include ethnic elements in the national culture and educate individuals of national character through formal and informal educational institutions. This policy has been reflected in the programs of each stage of the school, the educational environment of the school has been decorated accordingly, and the rules have been set accordingly. Another application of the Turkishization policy is to determine the language of teaching entirely in Turkish. Ethnic elements outside of Turkey have tried to make them forget their ethnic origins, which have been infused with the idea of being Turks by providing Turkish language and learning these languages. In this report, the element of nationalism in education in Turkey between 1920-1950 will be analyzed in terms of legislation, government programs, political party programs, the administrators of the period and the views of the pedagogues.

Eleni Katsarou

University of Crete

katsarou@uoc.gr

Towards a democratic curriculum reform: the potential contribution of critical literacy and action research

Which school can be characterized as democratic today? As the definition of democratic education depends -to a large extent- on the specific context, each society gives different meaning to democratic school. So our initial question turns to: What constitutes a democratic school in conditions of political, economical and social crisis, in Greek and other western societies where neoliberal policies are dominant. And this question seems crucial in the contemporary globalised and postmodern world where parents become consumers, teachers technicians and students mere reproducers of knowledge. In this symposium our basic claim is that the dominant neoliberal educational policies have gradually degraded democracy at school, a situation that can possibly

be reversed by policies and practices aiming to teachers' and students' empowerment (to be able to think and reflect critically) and their emancipation from felt dissatisfactions, alienation, ideological distortion and the injustices of oppression and domination deriving from various aspects of the existing educational framework (Kemmis, 2001: 92). We also claim that the achievement of the goals of empowerment and emancipation presupposes policies and practices that redesign the homogenized national curriculum following bottom-up or school-based approaches and that transform the school units to active learning communities where all members have equal opportunities to participate. Our argumentation draws from the assumption that democratic education in a critical postmodern framework is connected with specific elements such as: (i) dialogical practices that are based on equal relations and give the opportunity to all voices (even to the traditionally muted) to be heard (Benhabib, 1996; Fernandez - Balboa & Marshall, 1994), (ii) a strong connection of teaching with local community, (iii) the negotiation of the curriculum which is perceived as a hypothesis (Stenhouse, 1975), and (iv) constructivist teacher-students' roles that turn them to active agents who shape –at least to a certain extent- educational reality through their collaboration, negotiation and (self)reflection (Cunat, 1996). The presentations that follow discuss democratic teaching practices that are based on critical literacy and critical action research as alternatives to neoliberal educational policies. The discussion is elaborated with some concrete examples from classroom practice on different subjects, as Modern and Ancient Greek Language and Mathematics.

Meral Kaya

Brooklyn College, City University of New York

mkaya@brooklyn.cuny.edu

Reshaping one literacy course in a teacher education program for equality and power of multiculturalism

Neoliberalism makes changes in not only economy and politics but education, which contributes to shaping a society immensely. However this change is not a positive one. Now it is utmost important that education should receive full attention as it has power to make positive changes. A teacher education program is one of the settings where education starts for social change in

society. Teachers are active participant of this social change. Teachers shape the minds and thinking of students which influence their actions and participation in society. It is very important that teacher education program courses address the needs of teacher candidates who come to the program with the promise of changing the lives of children to be well educated, caring, and respectful citizens. We live in a multicultural society where respect and care salient important roles. Neoliberalism jeopardizes care and multiculturalism, and creates power struggle of ethnicity (Kymlicka, 2012). How can teacher education programs be part of positive change where neoliberalism diminishes? One concept that teacher education programs focus on is creating culturally responsive classrooms where respect and acceptance are valued. Teacher education programs are challenged by the need to prepare highly qualified teachers equipped with culturally responsive instructional practices (Au, 1993) that welcome and embrace culturally diverse learners. Culturally responsive instruction allows teachers to “optimize students’ learning” (Callins, 2006) through cultural knowledge and sensitivity. To utilize this instruction, multicultural children’s literature can be a catalyst (Nettles, 2006) to create opportunities for teachers to understand and reach their students and for students to feel accepted through diverse books. Multicultural children’s literature lends itself to this opportunity and creates “access to the lives of children [teachers] will teach” (Singer and Smith, 2003, p.18), supporting both literacy achievement and cultural understanding. In this presentation, I will provide changes in one of the literacy courses where culturally responsive practices are fostered such as bringing power of children’s books as well as practices of multiculturalism in literacy method course. Discussion and example practices will be provided.

Muhammed Keser

Ankara University

kesermehmed@gmail.com

Pınar Yazgan

Ankara University

seyyah_yaz@hotmail.com

Akif Coşkun

Ankara University

coskunako@gmail.com

Female teachers' The sense of belonging to the union: Women teachers who are members of Teachers' Union in Turkey

The participation of women in the union is low. The proportion of union membership of the teachers' union is only about 25%. The ratio of the female teachers in managerial positions is around 20%. Additionally, it is a well accepted finding that the female union members are relatively inactive in the teachers' union apart from joining.

Another variable which should not be forgotten regarding the teacher syndicate organizations and participation of female is that the memberships fees are started to be paid by the government during recent years. This implementation, which started in 2006 and increased the number of enrollment, is considered as a preferential subject that reshapes syndical organization and membership relations, that diminishes qualified participation.

The aim of this research is to reveal the feelings and opinions of the female teachers regarding their senses of belonging to the syndical processes, to determine the inabilities of the syndical organizations related this subject and to develop suggestions in order to contribute to the coherent efforts made with the gender equality principle, to eliminate the gender discrimination in the syndicates.

This study will be implemented as survey model with qualitative research approaches and interview meetings will be used as data collection tools. The opinions of the female managers and members of the most populated three syndicates in Turkey (EĞİTİM SEN, EĞİTİM BİR SEN, TÜRK EĞİTİM SEN) will be taken, collected data will be analyzed by descriptively and comments and the results will be reported.

Ozlem Keserci Ozturk

Sinop University

ozlemozturk57@windowslive.com, ozlemo@sinop.edu.tr

How do neo-liberalist policies affect the education of a foreign language courses-English as a foreign language at Turkish State Universities?

Neo-liberalisation not only affects schools , but also it affects universities determining the curricula of education of university students. It, in a way , controls and supervises the objectives and the teaching , how it is done in a real classroom atmosphere and the measurement and evaluation part of teaching. There is more than this, it also determines how a newly graduate person would live after university education. Whether, he/she would find a job or would stay unemployed and have financial problems in the future, more than that whether he/she would feel self -confident or desperate. All of these expectations and situations depend on the socio-economic system where individual lives in. As we all know that this system is governed by the neo-liberalist, capitalist or conservative policies both in the World and especially in so called non-developed or developing countries like Turkiye. In this study the education programmes of compulsory Basic English courses given State universities in Turkiye , their course contents and some other elective vocational English courses given at Cultural Heritage , and Tourism department at Sinop University, Turkiye will be examined, criticized and evaluated in terms of students' level of readiness, their language backgrounds, expectations from the course, and finally their level of success or failure at the end of the semestre. Apart from these mentioned above, what are the difficulties students are face to face while taking the course and how the students taking elective vocational English course would make use of this course after graduation will be discussed and tried to be analyzed as well. Since the mentioned courses above are given without preparatory education at faculties and high schools of State universities in Turkiye, it is really difficult to become successful and to learn English within a 2 hour-a week course. Keywords: Rethinking Neo-liberalist education policies, State university, review of basic and elective English courses, Turkiye students' expectations, success or failure.

Zafer Kiraz

Gaziosmanpaşa University

zafer.kiraz@gop.edu.tr

Fuad Bakioglu

Gaziosmanpaşa University

fuad.bakioglu@gop.edu.tr

Investigation of the Relationship between Pre-Service Teachers' Teaching-Learning Conceptions and Self-Efficacy

Teachers' self-efficacy beliefs determine what kind of a teacher they will be to a large extent. It has an effect on a variety of factors such as their way of classroom management, lecturing, and handling a topic. At the same time, teachers' self-efficacy has an effect on student success in addition to their mood, approach to knowledge, perception of topic and enthusiasm. Self-efficacy is also closely associated with teachers' teaching-learning conceptions. Teachers' philosophical understandings, especially understandings of educational philosophies, determine how and what to learn and teach. Teachers' choice of which teaching-learning approach, namely traditional, constructivist, or critical, is important since this choice also determines what kind of citizen to train. Teachers' beliefs about their own self-efficacy can affect all these processes. Therefore, determining the relationship between pre-service teachers' teaching-learning conceptions and self-efficacy is considered to be of great importance in terms of teacher education in this study.

Method This study is designed as a quantitative research. It is a descriptive study as a part of screening model.

Participants The participants were composed of final year students studying at faculty of education in Gaziosmanpaşa University in Tokat during 2016-2017 academic year.

Data Collection Tools The data of this study was collected using Teaching-Learning Conceptions Questionnaire and Teacher Self-Efficacy Beliefs Scale.

Analysis The data of this study will be analyzed using SPSS 21 software. Descriptive statistics (mean, standard deviation) and Pearson Product-Moment Correlation Coefficient will be used.

Findings The findings will be added later as the study is on progress at the moment.

Melanie Knight

Ryerson University

melanie.knight@ryerson.ca

Subverting zone entrepreneurial education in neoliberal times

In 2014, Canadian publicly funded colleges and universities were required to sign Strategic Mandate Agreements (SMAs) with the government of Ontario. The aim of these mandates was for colleges and universities to identify their strengths and outline how they planned to differentiate themselves from one another. Ryerson University put as its strength and

differentiating factor zone learning and entrepreneurship. According to the University, “zone” model of entrepreneurial education works by incubating student-driven ideas, where students plan and create businesses, commercial or non-profit products and services and develop start-up ventures. Ryerson University, despite claims to the contrary, is not unique with its focus on innovation and entrepreneurship. In the past decade, entrepreneurship as a postsecondary discipline has grown exponentially (Menzies 2009). Higher education institutions are said to be in a position to play a significant role in developing an entrepreneurial advantage in Canada—important for ‘building a global competitive advantage’ (Parsley and Weerasinghe 2010, 3). Some even define entrepreneurship education as ‘an intrinsic human right to change the status quo’, which would enable the development of ‘citizen-scholars—agents of change who own, are accountable for, and put their knowledge to work for the betterment of themselves and their society’ (Beckman and Cherwitz 2009, 35). From this perspective, Canadian colleges and universities ‘need to continue to reimagine and reinvent themselves as feeders of the entrepreneurial community, magnets for entrepreneurial talent and a pipeline for talent back into the communities’ (Lennox 2012, 16). Strategic Mandate Agreements are up for renewal this year and this is re-fueling debates on the ongoing neoliberalization of institutions of higher education. There is a rising pushback against the continued transformation of the aim, purpose, and functioning of institutions to serve the market, and the vocationalizing curriculum that places a strong emphasis on market skills, business and enterprising education (Ayers 2005; Down 2009; Kandiko 2010; Rhoads and Torres 2006; Sattler 2012). In this presentation, I discuss what SMAs, increasingly focused on enterprise, zones and metrics, mean for educators and students and how many attempt to challenge and subvert current trends to delegitimize critical education and democratic social change.

Spyros Kollas

National and Kapodistrian University of Athens
spyros.kollas@gmail.com

Krystallia Halkia

National and Kapodistrian University of Athens
kxalkia@primedu.uoa.gr

Scientific literacy in Second Chance Schools: Science teachers' training in designing student-oriented curricula

'Second Chance Schools' (SCSs) is an experimental European Union (EU) program, which attempts to deal with the social exclusion of adult school dropouts. In Greece, SCSs were established in 1997 and their main purpose is to provide literacy skills to their students in order to facilitate their integration 'in the cultural, political and economic life of society' (IDEKE, 2003). To serve this purpose, science teachers who work in SCSs face the challenge of developing themselves scientific literacy curricula according to the characteristics and needs of their students. The idea of conceptualizing scientific literacy curriculum design at a local level in order to tailor its science content to the specific needs of each student population is consistent with the literature (DeBoer, 2000). As regards marginalized adult populations in particular, the literature (Layton, 1986; Roth & Lee, 2004) emphasizes that scientific knowledge should be presented in the context of issues that the individuals encounter in their personal and vocational life, and in situations they have to deal with as citizens in the local community. This study presents an analysis of scientific literacy curriculums for adults developed by SCSs' science teachers and compares those practices with the students' interests and needs. Moreover, it presents the results of a constructivist teacher-training workshop that highlighted the importance of placing in the core of the curriculum designing, real context science related situations that derive from students' personal, vocational and social experiences. The findings show that before the workshop, most science teachers considered scientific literacy as literacy in scientific principles. Neither students' sociocultural contexts nor their interests and needs were taken into account. Though, in the workshop, most of them were able to make the critical shift from theory-laden curricula to one with thematic areas that incorporate socio-scientific issues and everyday situations related to students' needs and experiences. The research provides SCSs with an important basis for developing science teacher-training workshops focusing on the design of student-oriented curricula that address essential knowledge and literacy skills to facilitate students' social inclusion.

Nurcan Korkmaz

Ankara University

nurcankorkmazz@gmail.com

A transformation story in adult vocational education: From a humanistic view to a neoliberal capitalist view

In this study, discourses related to transforming adult vocational education in the context of changing and transforming adult education based on five years development plans in Turkey. In the study critical discourse analysis method is used and the fifth development plan which was put into practise after 1980 period, accepted to be the beginning of neoliberal era in Turkey, and the tenth development plan which includes the years between 2014-2018 are analyzed. Hence, in the fifth plan adult vocational education is handled under the title of “non-formal education. The discourses leading in this plan are, the basic preference in training the skilled workers would be non-formal education and in service training, non-formal education that provides occupation would be served, required certificates would be given in a standard, and the certificates would be equal to the ones given in formal education, and in order to provide employment opportunities in rural areas, vocational knowledge and skills, valid in those rural areas, would be provided to 150 thousand people by means of short term courses. As it can be understood from this emphasis adult vocational education, seen under the responsibility of state, focuses on individuals and their benefits and shows an occupation providing approach. But in the tenth plan, the discourses related to adult vocational education mostly take place under the title of labor market. And it is handled in economic view and it is emphasized that this education should be appropriate to the demands of labor market. The concepts those are compatible with the soul of Neoliberal era are, employability, certification, competitiveness and flexible working. By taking these discourses into consideration, it can be seen that in the last 30-35 years period the discourse has turned from a view of non-formal education providing occupation to a lifelong learning approach that increases employability and provides the skills required by the labor market. As it can be understood from these findings in the education system under the siege of neoliberal policies, adult education also took its share. Today lifelong learning approach is taking the place of lifelong education rapidly and adult education is being degraded to vocational education.

Eirini Rafaela Koufopoulou

University of Athens

sirene483@hotmail.com

Marx in the age of digital capitalism: A critical reading

My work is a critical presentation of the key points and main ideas of the book by Christian Fuchs and Vincent Mosco: «Marx in the age of digital capitalism». According to the authors Marx “is fashionable again”. In a world where Internet and social media are in the center of our lives, capitalism has been transformed and has taken new dimensions, of which we must be aware. The main topics discussed critically in my presentation are: The importance of Marxist theory and Research for critical communication studies today, Marxian Internet Studies, Political economy of distributed media, the relevance of Marx’s theory of primitive accumulation for media and communication research, internet and frictionless capitalism, digital media and capitals logic of acceleration , audience labor on social network sites, commodifying communication in capitalism, the construction of platform imperialism in the Globalisation Era, rethinking alientation in digital culture, the problem of privacy in capitalism and alternative social media.

Christina Koutouvela

National and Kapodistrian University of Athens

koutouvela_xristina@yahoo.gr

Vassilis Pantazis

University of Thessaly

pantazisv@uth.gr

Chrysanthi Katseli

University of Athens

katselichrysanthi@gmail.com

Democracy in education in the times of postmodernity: Challenges for anti-racist education

Nothing is easier and useless from the critique of capitalism which is closed on itself. It is a fact that many of those who practice this critique always end up in modest reforms of this “post-modern capitalism”. The former US president, Barack Obama, in the speech he delivered in Athens a few months ago, identified the concept of modern democracy in the sense of capitalism, while he tried to make connections between this type of democracy, “democracy in capitalism”, and global education. He talked about prosperity and democracy, while at the same time he underlined the growing inequality and awareness of this inequality as an "unstable mix", as he points out, of modern democracies. This article examines the postmodern challenge of balancing this “unstable mix” in the field of education, as the only field in which equality can be prosperous and promoted. More specifically, three questions are raised making links between theory and practice: 1. In which ways can educators and policy-makers stop the shrinking of equality in education?, 2. How can we regain education as social right for all?, 3. In which ways can we promote in Greece an anti-racist education? Answering to these questions, we suggest an alternative to the horizon of neoconservative, neoliberal and technocratic dogmas, as the slogan 'there is no alternative' is only a myth of neoliberalism. The current economic and social crisis in Greece is not a new problematic situation and does not concern only our country, while it consists what Maalouf determines as “regression”. As he underlines when a country is dying, migration can be a solution. But when the whole planet is threatened, we have no choice to live elsewhere. An education for all combined to an anti-racist education can suggest alternatives to a more equal and prosperous global society in the times of postmodernity.

Duygu Küçük

Selcuk University

kucukduygu@yahoo.com

Artist education in universities as an identity construction

It wouldn't be wrong to say that, the most important stand of the Critical Education Theory's position against neoliberalism is identity construction. And the mass of people whose identity needs to be built are governments' passive, loyal citizens and neoliberalism's consumers at the same time. Today, the necessity of struggle which is owned by people politicized and get the vital will in

their own hands is absolutely noticed. Certainly, the most effective role is on the shoulders of critical and changer education understanding in this crucial struggle. Critical education understanding is the required alternative to this oppressive situation. It is clear that, art education in higher education has a technocrat character which is totally leaned over knowledge and skill. The education of pupils who wants to participate in 'art market' getting shape by market owner neoliberal politics. In consequence of this guided education system, being an artist becomes to be discussed in exploitation whether it includes being collective, laborer, political or not. Whereas these features of artist identity are a priori ones for decades. In this presentation, the identity of an artist that is created in higher education under the siege of neoliberalism will be discussed. My purpose is to state that the identity of an artist has responsibility against capitalism is corroded and it can only be repaired by critical and changer education. What is the frame of 'art' under the crisis of our time? And how to build an identity of an artist by higher education who will take the responsibility against those crisis? These are my main questions to discuss about.

Erdal Kucuker

Gaziosmanpaşa University

erdalkucuker@yahoo.com

A practice related to Freire's problem posing education model in higher education context

In his "Pedagogy of the Oppressed", Paulo Freire offers "problem posing education" in order to tackle the problems of "banking education". As a political and critical stand, problem posing education depends on a dialogue. Freire's philosophy of problem posing education addresses how emancipation process works for the ones who are oppressed. This study, was inspired by Freire's education philosophy. The purpose of the study is to investigate the possibilities of practising problem posing education among the education faculty students in their final year. For this purpose, Freire's problem posing education was analysed, then, its components were brought about. The 14-week course was designed to practice these components. This study can be experimental and regarded as an action research. This practice is done in Gaziosmanpaşa University in Tokat, in Turkey, among the students of Psychological Consultant and Guidance.

Researcher investigated this practice in the course named Turkish Education System and School Administration. This study lasted for 14 weeks, materials were documented as well. At the end of the semester, the course was evaluated by the participants via interview.

Remzi Onur Kukurt

Ankara University

rokukurt_2@hotmail.com

A philosophical inquiry on the totalitarian logic of mass education and violence in education

When violence in education is brought up, generally violence that occurs at schools comes to mind. Usually, there is a tendency to see physical violence committed against children as a problem of underdevelopment or the teacher's pedagogical method. However behind this kind of physical violence, it can be claimed that there is a reflection of metaphysical form of violence towards the student that is the base of fundamental logic of the understanding of mass education. One of the basic qualities of mass education is that it contains a totalitarian logic to create a labour force potential from a large mass of people for the sake of maintainability of capitalism. Standardising the meaning of education by reducing it to raising labour force shows that it actually bears the logic of violence against the students. When the life style that capitalism forces by putting the bourgeoisie on the centre is taken into consideration, it can be claimed that ontologically speaking, capitalism is nourished by the arguments of egocentric modern metaphysics. Therefore, an ontological analysis of this modernist metaphysics is rather important and essential in the critique of capitalism and accordingly its understanding of education. Within the context of modern philosophy, starting off from the self means turning the other(autre) into your own self, totalitarianism of sameness and the imperialism on the other(autre). According to Derrida, Western metaphysics appears as a philosophy of violence or the ontology of domination since it is not capable of respecting the other in their existence and meaning. The capitalist understanding of mass education emerged with modernism and functioning simply as the social manifestation of the tradition of modern philosophy endeavours to raise people according to its own image of power aggregately in a Foucauldian way of confinement. On the other hand, the

concept of “other”(autrui) along with the idea of “ethical objection” and “resilience” reflected by “the face of the other”(autrui) that Levinas put forward against aforementioned egocentric ontology and its social reflections can be noted as a crucial notion of “resistance” against the logic of violence of mass education. The takeover of the power holder in relation with the other, irreducibility of the other and the other as being a priori to the self that it cannot even be made a subject to a theme push us to rethink the theory of modern mass education within the frame of the understanding of ethic agency that Levinas put forward. In that sense, this study aims at making a philosophical inquiry of the fundamental reasons of violence in education by correlating it with the totalitarian logic of mass education containing violence and the main character of the ontology of domination lying behind that as well as at setting forth an alternative suggestion of critical education within the frame of Levinas and the concept of the other.

Ali Ilker Kurt

Ankara Vocational and Technical Anatolian High School

aliilkerkurt@hotmail.com

Changes in public expenses in vocational education in Turkey: A balance sheet experiment

After 1980s, it can be said that politics were produced by the influence of neo-liberal policies in vocational education, generally from pure economic points of view, supporting and protecting the employer. In recent years, similar arrangements have been made in Turkey to support employers for internship in vocational training. Although vocational education is seen as a "national issue", it is easily observable from the dimensions of public expenditure and financial preferences, which were allocated by public budgets does not reflect this significance. The biggest contradiction in terms of students studying in this field is aiming higher education on the one hand continuing vocational training. The fact that they have more limited qualifications in terms of entrance to higher education than general secondary education students. The necessity of internship in last grade leads to additional disadvantages for vocational education students in terms of higher education. The public willingness to disadvantaged the transition to tertiary education opens new programs for summer internship. However, this situation creates inequality between the students who are studying in the same program and also limits the right of students to rest in period of summer vacation. This situation will also lead to increase the spending of the families. In this

study, public expenditures have been allocated for general secondary education institutions and vocational and technical institutions after 2004 have been determined and analyzed in the context of the new liberal education policies. METHOD: In this study, public spending between 2004 and 2015 has been set at 2005 fixed prices in order to reveal the financial change in vocational education. The public expenditures between these years are calculated by the semi-logistic equation $y = a.bx$ equation and annual average increase rate. In order to be able to make a comparison with general secondary education, the increase rate between 2004 and 2015 was calculated with 2005 fixed prices in a similar way. FINDINGS: Expenditures made in vocational and technical education between 2004 and 2015 have increased by an annual average of 7.9%. The rate of increase in general secondary education between 2004 and 2015 increased by 6.4%. In the same period, the number of students in vocational education is 9,4% and in secondary education is 3,9%. The average annual expenditure rate in vocational training is behind the increase in the number of students. The fact that most of the families of the students participating in vocational education are in economically weak and low SES makes this expenditure and budget usage more unfair and public education is contrary to equality and justice values.

Evgenia Magoula

National and Kapodistrian University of Athens
magoula.ptde@gmail.com

Christianna Theologitou

National and Kapodistrian University of Athens
c.theologitou@gmail.com

Interculturality, Inclusion and Language Education of refugee students

The contemporary economic, social and political context that has dominated over the last few years has also brought about significant changes in education on a global scale. Furthermore, the refugee crisis raises a new issue in education worldwide. In Greece, particularly, which is experiencing the recent years an internal economic crisis, we see a shift in public education at all levels, with the need to respond to a rapidly evolving society. In this current situation, the refugee phenomenon is being added as a new treaty, where thousands of students are in European

countries, as in Greece, claiming their right to life and education. As we know refugee structures have already been created for their education (DYEP). The gradual restoration of the sense of security and stability, essential for the development of all children, is a basic concern of the Greek state for all children of refugees. With the establishment and function of the DYEP, the Greek state responds in a substantive and pedagogically mature way to the necessity of the educational integration of refugee children. The refugee crisis cannot put children's education and personal development on hold. Topical questions are raised such as: Is it possible for them to integrate into the Greek school context? It is a fact their great interest in English. But what is the role of the Greek language? Is it possible to enhance the interest of refugee children for the Greek language? How can the teacher balance these contrasts? What attitudes and beliefs can contribute to the interaction of Greek and refugee students? Alternative processes could be used to promote educational and social change leading to a more equal and fair society.

Emil Marmol

University of Toronto

emilmarmol@gmail.com

Trump as historical continuity, not paradigm shift: a Latino Perspective

The Donald Trump presidency has ushered in a resurgent white nationalist movement in the United States. His rhetoric and policies have fueled, enabled and emboldened racists, xenophobes and bigots across the country to commit hostile and violent acts against people of color across the nation. Examples include Sikhs being shot and Latinos being asked to produce proof of citizenship by restaurant wait staff. This climate of hate has seeped into U.S. schools where students of colour are being subjected to increased bullying, uncivil discourse, and anti-immigrant sentiment (Costello, 2016). Latino students fear for their families and worry about being deported themselves, with some carrying proof of citizenship to school (Costello, 2016). An increase in frequency and intensity of ICE raids provides fuel for these fears. While strong resistance to Trump's highly divisive and violence-provoking speech and executive orders is warranted, the historical record will show that the current epoch is not unique as some might believe. This paper will provide a brief historical overview of extreme anti-Latino sentiment in

the United states, demonstrating that Trump is simply a continuation of injustices perpetrated since the founding of the US. For illustrative purposes, the author, son of immigrant Latinos, will then provide examples from his own formative experiences during his elementary, middle school, and college years in xenophobic, nationalist, and racist Orange County, California. In conclusion, it will be argued that it is incumbent upon educators to: 1) hold others and themselves to account if witness to injustice 2) teach fearlessly about historical oppression so that students can link the present to the past 3) Identify and inform their students of the root causes of racial and ethnic discrimination, which can usually be traced back to artificial divisions inculcated by ruling elites to further the capitalist agenda, and 4) act without fear in disseminating this knowledge. It through this type of activist, critical education that we can best hope to effectively resist Trump and other reactionary ideologues who will surely follow in his footsteps. Costello, M. B., (2016). The Trump effect: The impact of the presidential campaign on our nation's schools. Southern Poverty Law Center. Retrieved from Southern Poverty Law Center Website: www.splcenter.org

Michael McCanless

Rhodes College

mccmj-17@rhodes.edu

Thinking-together Post-Industrial Labor Education: Paul Willis and the Service Economy

Building off the work of Paul Willis (1977) in his foundational text *Learning to Labor*, this paper works to re-theorize the relationship between the school and service industry labor production. Mobilizing purposive samples of U.S. school handbooks, charter school policy platforms, and fast food employee conduct manuals, this conceptualization links the school and labor through the lens of commodity production (Bobbit, 1913; see especially Au, 2011). Thinking-together the structural and poststructural divide in education policy studies (Ball, 1995; Conostas, 1998; Hume, 2010) allows for a critical intervention into the school as a space of production—this move holds theory in constant tension, and unveils the institutional skeleton through which experience is filtered and subsequently structuralized for the production of culture and power. Ideology, as understood by Willis (1977) makes natural that which we produce, and obfuscates injustice from those whom it directly affects. Surveillance, Taylorism, and the Contradictions in College Readiness function as thematics holding together the ideological continuity of post-industrial,

low-wage service work. Conditioning, standardizing, and obfuscating the productive process in education—the educational commodity (students/laborers) becomes uniquely qualified and conditioned for matriculation into environments of service. As scholars of labor, education, and policy move towards alternative theorizations of a post-industrial, neoliberal economy, incorporating the conditions of low-wage service work is fundamental to the larger pursuit of social and economic justice. While a variety of scholars have studied some combination of management theory, curriculum, and the neoliberal economy, few have blended these approaches to survey the ideological spaces of production that construct and maintain labor markets in low-wage economies of service. This work engages at the intersections of labor and education, hoping to foster critical interpretations of the tension between the school and economy, and unveiling the aims/ends towards which the neoliberal, white supremacist, co-optation of curriculum aims.

György Mészáros

Eötvös Loránd University

meszarosgyuri.d@gmail.com

Melinda Kovai

Eötvös Lorand University (Budapest)

melinda.kovai@tatk.elte.hu

Cecília Kovai

Hungarian Academy of Sciences

kovai@rkk.hu

Eszter Neumann

Hungarian Academy of Sciences

Neumann.Eszter@tk.mta.hu

Beyond identity: the theoretical background of a critical “socioanalysis” training

Social conflicts between different groups have become an important topic in “multicultural societies”, and in mainstream education science and practice. The common approach of intervention is „sensitivity pedagogy” with methods oriented to the identity of individuals. From a critical point of view, this practice is problematic, as it potentially undermines the common

class based action against the ruling class and the capitalist system. The identity based approach has been criticized from a Marxist point of view. Certainly, a more critical approach to tackling social conflicts would be oriented to instigating collective social actions. Nonetheless, we argue that a critical approach should not abandon totally the concept and practice of pedagogical interventions, and should use the potential of the psycho-pedagogical knowledge developed in relation to trainings, group sessions..., reframed by a critical perspective. We are currently developing a socio-analysis training that addresses one of the most prevalent social conflicts in the Hungarian context, the ones between the Romani population and the white majority. The training applies the pedagogical methods of socio-drama and “sensitivity trainings” reworked in a critical perspective of class consciousness. This paper concentrates on the theoretical background of our training. The mainstream, liberal multicultural approaches are based on the concept of identity (politics), and privilege or on postmodern perspectives of deconstruction and queering of the subject. These theories do not consider that the concept of identity is constructed in relation to subjectivities in the capitalist system, and they lack of a systemic view on the dynamics of oppression, offering only individual solutions. Thus, they reinforce the individualist dimension typical of neoliberalism. Our “training” theory is based not only upon a historical materialist critique of these perspective, but on clearly critical theories of the subject. We draw upon the concept of class consciousness in combination with Bourdieu’s “habitus” and Freirean conscientização. We are working towards making these theories pedagogized and operationalized, instead of a focus on individual sensitivity, we aim to promote and enforce class based reflection and collective action that challenges the oppressive dynamics of the capitalist system.

Elisavet Micha

National and Kapodistrian University of Athens

michaelisavet@yahoo.gr

Critical Science Education and educational practice

In the contemporary society, the relationship between capitalism and science has led to a science whose objective lies at profitability instead of the improvement of the quality of life, and their

relationship with education has formed a science education with a corporate approach rather than an approach aiming at social justice and the formation of scientifically and politically literate citizens. Critical Science Education, as an answer to this situation, is an alternative approach in pedagogy that aims at raising participation and attainment levels in science for students from ethnic, racial, linguistic and religious minority groups, leading them towards their own empowerment and liberation through a sociopolitical action for the elimination of every form of oppression. The concept of Critical Science Education extends beyond merely preparing students to perform well on standardized assessments and succeed in the capitalist labor market; it provides a critical understanding of the ways in which science has been used within the socioeconomic system in order to perpetuate the economic exploitation of oppressed groups and support cultural domination, providing at the same time the necessary knowledge and skills for students from minorities to fight unjust, racist, and oppressive social structures and empower themselves, their families and their communities. This paper presents the theoretical background of Critical Science Education and some of the attempts that have been made worldwide in order to turn theory into practice and apply a critical approach in science teaching and learning, both inside and outside the official educational system.

Chistina Misailidou

National and Kapodistrian University of Athens

C.Misailidou@primedu.uoa.gr

Teaching mathematical problem solving in primary school: A critical mathematics education perspective

Traditional mathematics teaching supports the hegemonic ideology of 'expertise': the teacher is the 'expert' who provides the knowledge and then evaluates the students' performance. In such a setting, most of the students are not actually 'successful'. This fact is, surprisingly, accepted as 'normal' by another hegemonic ideology, that of 'aptitudes'. As a result, those who are labelled as 'non-able' may end up avoiding mathematics for the rest of their lives. Critical mathematics education provides a framework for educational experiences that empower learners and allow them to gain control and ownership over their knowledge. Furthermore, cultivates critical

competencies, such as involvement in collective inquiry, questioning existing opinions and practices and operating in unconventional ways, if necessary. Data from an ongoing project are offered as an example of ‘translating’ critical theory into critical practice. The researcher-teacher, adopting a social (Vygotskian) perspective, organised problem solving discussions for the 11-year-old pupils who participated in the project. The pupils worked collaboratively, with the aim to reach a decision about the solution of a particular problem. They used reasonable arguments to support their opinions while they appraised critically the ideas presented by their peers. Sometimes, they would reach a consensus after examining carefully the presented argumentation. Other times, they would adopt an additional ‘tool’ as an aid to their inquiries. At the end, the pupils themselves, evaluated the whole process. The approach outlined above, in contrast with traditional teaching practices, succeeds in keeping all the pupils involved in the problem solving activity. In addition, generates critical thinking useful not only for mathematics but for other aspects of life as well.

Fatma Mizikaci

Ankara University

Fatmamizikaci@gmail.com

Guy Senese

Northern Arizona University

guy.senese@live.com

Yasemin Cakcak-Tezgiden

Middle East Technical University

yasemintezgiden@gmail.com

Ayhan Ural

Gazi University

uralayhan@gmail.com

Pelin Taskın

Ankara University

pelintaskin@gmail.com

Ebru Eren Deniz

Ankara University

kemane84@hotmail.com

Birol Algan

Ankara University

birolalgan@gmail.com

On Academic Freedom the Teacher's Authority A Critical Case Comparison-Turkish and U.S. Teachers' Colleges (Panel Presentation)

This panel presentation is a discussion of an educators' collaborative group working to compare the neoliberal constriction of the teacher's voice and freedom in one U.S. Southwestern Teachers' College. It will also be an invitational roundtable to include members of the Turkish educator's community with which the authors have been engaged toward a critical comparison of our two teaching environments. In 2014 we formed a study and writing group to explore in an edited volume, the dimensions of intellectual freedom, critical civic literacy, and the authority of the educator, from within our home collegiate environments. This volume is now complete, a powerful collaborative effort. We explored the impact of neoliberal globalization, having agreed that education policy and teacher education specifically, would be a fruitful critical comparison, focusing on work in two specific comparative collegiate and national environments. We examined the domain of teachers' authority, and the development of students' and teachers' intellectual freedom and responsibility, in light of the historic social contract and from a unique vantage point--educators training teachers, and advanced graduate students in Education Policy, with deep experience in education practice. In both settings, we found that lines of communication between the teacher and her/his professional scholarly community are disrupted by forms of standardization which place curriculum decisions farther from scrutiny of those best able to judge their use and development. In both the politicization of knowledge standards is more and more influenced by private not political or public discourses. Standardized knowledge is privatized. The power to create teaching conditions thus becomes more isolated, and privately controlled. These are just a two examples of dynamic comparison and discussion which will be a part of this presentation.

Fatma Mizikaci

Ankara University

Fatmamizikaci@gmail.com

Critical discourse analysis in Higher Education; A case of two University models in California

In a search engine when you search for the word “universities” you are inevitably forwarded to “top universities in the world” and consequently to a corporate whose main service is to rank the “best” or “top” universities in the world. In one of these links, for example, it reads “who rules?” referring to the universities. Thus we understand top universities are also ruling universities. This and similar type of corporate services provide for public universities forwarded to us question the changing role of university, and to ask “who really rules”? In this study we analyzed discourse of public universities in California to seek for corporate, marketised and capitalized predispositions and discursive power relations in universities using critical discourse analysis approach. Using Critical Discourse Analysis models we searched two prominent public university models in California, namely California State University and State University of California. Results showed that there are key concepts that show a striking transformation from public role to corporate mission at universities.

Aloisio Monteiro

Federal Rural University of Rio de Janeiro

aloisiojjm@gmail.com

Memories of preconceptions: struggles in the deconstruction of institutionalized racism and the perspective of decolonization of school curricula in Pirapora-MG / Brazil

In the historical wake of colonialism imposed on the southern peoples by the "civilizations" of the north, it becomes imperative, the need to overcome the colonial dimension. In this perspective, this work seeks to examine the mechanisms and subtleties of racism in Brazilian society and how it manifests itself and embodies it in daily curriculum and school. Through oral narratives, we sought to identify the supposed advances of law 10.639 / 2003, in a federal institution of technical education in the city of Pirapora- MG / Brazil. The theoretical support of

this work is given in the perspective of analysis of racial inequalities as an important data of the Brazilian reality. In the field of antiracist education, the collaborations of the educational anthropology of Nilma Lino Gomes and Miguel Arroyo will be used. The methodological scope will be in the interweaving of ethnomethodology, perspectives of cultural studies and historical historical narratives.

Janbee Shaik Mopidevi

Best of Humanity Foundation

janbeeshaikmopidevi@gmail.com

From narrow instrumental curriculum policies to critical and transformative frameworks to ensure Education as a democratic and sustainable practice: Alternative holistic approaches based on the philosophical insights of Rabindranath Tagore and Jiddu Krishnamurti

In this paper, I would like to focus on the significance of relational pedagogies, which form part of transformative curriculum in heralding a democratic and sustainable world. I would begin by critiquing the instrumental curriculum policies that narrowly confine education to the individual domain of a learner and preoccupy only with skills and career goals and instead argue for transformative focus that define education at the broader level as a democratic and sustainable practice. The sociocultural theoretical rationale is consciously followed to extend the focus from mere personal level to the inter-personal, institutional, community and wider environment, which would transform both the policy and practice of education and ensures its sustainable and holistic focus. For this purpose, I will be sharing the insights on the role, relevance and the definition of transformative pedagogies as envisioned and practiced in the educational philosophy and practice of Rabindranath Tagore and Jiddu Krishnamurti. I further focus on the role of transformative policy frameworks and critical educators in ensuring holistic teaching strategies and learning environments that go beyond individual and instrumental focus drawing from my doctoral work. I would then conclude by recommending that going beyond the individual and extending the focus to inter-personal to institutional to wider community and environment transforms the pedagogy and realizes the purpose of education as a democratic and sustainable practice.

Gökhan Özkan

Kırklareli University, Turkey

gkhnozkan57@gmail.com

The Influence of Historical Transition on Educational Policies: Samples of Turkey and Poland

The aim of this study is to evaluate the influence on education policies of historical transitions, resulting from the recent political changes in Turkey and Poland, in terms of educational, administrative, and financial contexts based on the opinions of teachers. This research has used the qualitative method and utilized multiple case holistic design as the research design. The research data has been obtained from 10 Turkish and 10 Polish teachers, totaling 20 state school teachers who are capable of stating their opinions after the historical transitions occurring in Turkey and Poland. While probing the influence of historical transitions on the educational policies, questions regarding the roles of the teachers, hidden curriculum and examination system were asked in educational context; questions regarding employment, personal rights and unionization in educational organizations were raised in administrative context; and questions regarding public support given to the schools, salary policy and privatization in education were asked in financial context. The data obtained has been subjected to descriptive analysis. In this study, the teachers interviewed have stated that educational success had been better prior to changes, while the educational opportunities were better after the transition. In the study, it has been found out that the historical transitions have affected educational policies and that educational implications during transitions often lead to unsuccessful conclusions. Thus, the political actions leading to these transitions should be lessened.

Ekin Ozturk

Middle East Technical University

ekinoztr@hotmail.com

Rethinking and Evaluation of my learning experiences at METU (Middle East Technical University) preparation school, upper- intermediate class

Neo-liberalist policies not only have a great influence not only at schools, but also at universities; supervising, the curricula of education of university students .In other words, they control and supervise the objectives and the teaching ,how everything is organized and done in a real classroom atmosphere .There is more than this, they also determine how a newly graduate person would live after university education. Whether, he/she would find a job or would stay unemployed and have financial problems in the future, There is more than that: whether he/she would feel self -confident since he/she could easily find a good job or would feel desperate after the graduation because of the disappointment of not being able to afford his/her life on his/her own. Even the city or the country where the graduate would live is determined by these policies .All of these expectations and situations depend on the socio-economic system where individual lives in. As we all know that this system is governed by the neo-liberalist, capitalist or conservative policies both in the World and especially in so called non-developed or developing countries like Turkey. In this study I tried to explain and clarify the education programs of compulsory -prep- school and basic English courses given at METU , the success expectations of the students and the struggle of them to achieve all the objectives of the school program within their period of adaption to the new education environment, Keywords: Rethinking, Neo-liberalist education policies, METU, review of prep school experiences , students' expectations, success or failure ,students' first year adaptation problems to the new education environment.

Selahattin Ozturk

Teacher of English at Sinop Seydi Ali Reis, Vocational and Technical Anatolian High School
selozturk64@hotmail.com

A Brief Re-thinking and Reassessment Of The Aims and the Present “Reality” of Teaching English as a Second Language _A kind of Needs Analysis and Students' Expectations at Vocational High Schools in Turkey

Foreign language teaching has an important role in our educational curricula. For this reason, we try our best to provide our students with their language abilities together with other compulsory courses like, Science, Mathematics, Geography, and vocational courses they take at their special

area. In other words, our students not only take vocational courses but also cultural domains /courses during their education at school .We ,as teachers of Vocational Schools, share our most valuable aim which can be defined as to prepare our students to the society with as many abilities and experiences as they could gain. This is all say ,we want our graduate students to join the society as gaining some important characteristics like self-confident ,self-consciousness, taking responsibilities e.t.c and most importantly we want them to become individuals who know what they can do, what they want, how they can get their important aims like earning their life without any financial support from their families, finding a good job or deciding to continue their education at university or not .

Another important thing to be mentioned in teaching English as a second language is that we should emphasize the importance of technical (vocational) English rather than English itself ;(the famous term ,general English).The courses should focus on technical words and expressions, the translations or understanding of technical texts written on their vocational subjects rather than boring and repeated over and over again grammar rules, and sentence structures, usage of phrasal words e.t.c.

Konstantina Papakosta

Aristotle University of Thessaloniki

konstantinapapakosta@hotmail.com

School History and Ideological Colonialism: The Acropolis of Athens as Heterotopia in the Ancient History Textbooks

This paper presents the critical approach of the discursive representation of the Acropolis of Athens in the textbooks of Ancient History of the Gymnasium published between 1974 and today. It also identifies the topoi that emerged from the linguistic analysis of the narrative parts of the aforementioned school textbooks, which are supplemented by a detailed discussion of the discursive construction of the Acropolis. This study is particularly important, since the particular monument carries diverse and multidimensional symbolisms in Greek, European and global level. Thus, it is the brightest sample of the ancient Greek "high culture," invented or redesigned by the German classicists in the late 18th and early 19th centuries, while it adorns and symbolizes

the modern, local national state. It is, therefore, a typical case of a foucauldian heterotopia, since it is both a real and a non-real-symbolic space, defined less by its physical location than by its constituent discourse and institutions. It is worth noticing that Ancient History rarely becomes the subject of a critical dialogue in the Greek reality, since it is considered as final and irreversible, while at the same time it is a public property of the Greek people. But since, in its school form, it consists an official state document, because of the policy of one, state-approved school textbook, while it is a discursive construction within specific historical and political contexts, the identification and analysis of its topoi can facilitate the realisation of the school-educated and officially reproduced national self-image. Thus issues such as the construction of the space-time continuum of the Greek territory, the Greek chronotope, the promotion of religious piety as a presumption of the concept of Greekness, the archaeological testimony as a symbol of modern prestige and the decorative dimension of art are discussed under the spectrum of the construction of the national self-image. The awareness of the historical and political conditions of the construction of the particular self-image, such as the demolition of the Acropolis building phases, during the reign of King Otto, with the aim of displaying exclusively its classical phase, as well as the discursive depiction of the same practice in the textbooks, stimulates the critical awareness of modern citizenship, as well as promotes a critical discussion about the European and international relations of the Greek state.

Anna-Leena Riitaoja

University of Helsinki, Finland
anna-leena.riitaoja@helsinki.fi

Marianna Vivitsou

University of Helsinki, Finland
Marianna.vivitsou@helsinki.fi

Paul Ilsley

Norther Illinois University, U.S.A. and University of Helsinki, Finland
paulilsley@gmail.com

No sisu no glory: Production-oriented obedient professionalism in the academia

In this age of blatant class war, fascism and neoliberal capitalism, universities and their graduates are evaluated merely as commodities, and university teachers and researchers are stripped of the intellectual basis of their work for the sake of a production-oriented practice. Cost effectiveness, and profit, are what matter. As academic freedom is jeopardized, our aim is to query how academics as subjects change due to pressures to obey. We believe we are able to name the figurations, and anticipate the artifacts, that emerge from the shift from mind-opening intellectualism to production-oriented obedient professionalism, and how it influences university class structure, including 'race', nationality and gender. Using Said's (1996) concepts we claim that existence of civic society requires academics who rather than 'professionals' identify with 'amateurs'; public intellectuals who educate the civic society to go beyond the self-evident in the present. We can prove that today's academics are, to put it bluntly, cowards, and unable to resist oppressive, even killing, regimes. We may study those regimes, but when it comes to standing up to them, we are chicken shits. To step back, academics need to consider ways to ensure funding opportunities, they turn to external, especially governmental, resources. So, while budgets shrink, and systems become more layered, tenured and fixed-term, the cowardice increases. As employment status changes, a whole array of shifts happens based on scarcity fear. In research, for example, there is a turn to narrow-scope, highly specialised studies that favour formalism at the expense of studies raising ontological, epistemological and ethical discussions. We are cowards no matter how excellent our methodological tools permit. Changes do not happen in a vacuum but impact, for instance, the need to act on a sense of mission, how supervision is performed, how a publication-machinery is set up, what role the students have in it and how the reward structure evolves. The killing question is, whose values will we serve? Fascist values? The banks' values? Corporate voluntarism? Clearly, we trade our identity for the sake of dental insurance.

Sebahat Sahin

Ankara University

sebahatsahin@gmail.com

Melike Acar

Bogazici University

melike.acar@boun.edu.tr

How neoliberal education design is reflected in classrooms: The many faces of neoliberalism in a 4th Grade classroom

From the past to the present, education has been shaped by the close and complex interactions among the social, economic, political, cultural structures and the heritage of societies (Gök, 1999). The institutionalisation of education shows historical parallelism with the process of capitalist social formation. Accordingly, the analysis of education as an institutional entity brings along the questioning of its role in the society. Today the economics of educational practices is based on a neoliberal utopia designed by social engineers (Ünal, 2005). In that sense, the current structure of the educational system in Turkey enables the sustainability of social mechanisms by reproducing the existing social inequalities in the society that has been created and deepened by capitalism. The dominant capitalist ideology reflects itself in a number of everyday-classroom-practices with different faces. In this paper, our primary aim is to reveal several of these practices that instrumentalize student-teacher relationship and student-student interaction according to the market values. This study examines how the neoliberal education design operates in classrooms by observing in-class practices in a fourth grade classroom of a public primary school. It is an attempt to illustrate the current structure of the public primary education system in Turkey. It discusses the faces of neoliberalism under the titles of classroom practices, routine practices, rules, and teacher approval. The sample classroom in this study is located in a rural school in the Eastern Marmara, in the West of Turkey. A Roma neighborhood is at the vicinity of the school. Thirty-three students attending the observed classroom come from low socio-economic background families. Nine students expressed that they were Roma. Data for this paper came from a larger investigation on hidden curriculum employing a case study methodology. Instances and quotes used in this paper were collected during 55 hours in-classroom observations and in-depth interviews conducted with students and the class teacher. The observations and interviews took a period of two and a half months in the spring semester of the 2012-2013 academic year.

Sule Sam

Ankara University

sule_sam@hotmail.com

Gulustan Koc

Ankara University

kocgulistan@gmail.com

The Last Victims of Neo-liberalism: Refugees' Access to Education in Turkey

With Middle Eastern and African countries having political conflicts and instabilities on her south and east and with European countries having high standards of human rights and wealth levels on her west, Turkey is one of the most affected countries from movements of immigration as a country of transit. Especially starting from 2011 the number of refugees who came to Turkey escaping from the war environment in Syria exceeded 3 million. Along with the border security policies being applied in Europe, Turkey has turned out to be a target country rather than a transfer country. This situation has laid big burden on Turkey. Besides security, shelter, employment and health services, education is also among the very basic needs of refugees and fugitives. In order to provide the refugees and fugitives education facilities, Temporary Education Centers have been created for children. Language and vocational courses have been organised for adults within People's Education Centers. In this study data of public enterprises on refugees and fugitives have been analyzed sociodemographically and description of these groups have been made. Education services have been analyzed considering legislation, content and quantity.

Anna Sfakianaki

University of Crete

anna19962005@gmail.com

Collaborative action research as a pivot for democratic school development

In the neoliberal educational era of the 21st century, action research can be a critical research and teaching methodology as it provides an alternative – a bottom up- procedure to the traditional educational processes. In contrast with the positivist paradigm which leads to quantitative research characterized from validity, reliability, objectivity, generalization, action research aims in capturing special characteristics and particularities in the everyday practices of school life

(Katsarou & Tsafos, 2003). Critical pedagogy also suggests alternative procedures to the homogenized ones proposed by the national curriculum where “official knowledge” (Apple, 2014) directs its mere reproduction restricting critical thinking and participants’ creativity. It focuses on the development of dialogue, critical consciousness, problem posing and critical teaching. Both action research and critical pedagogy grew out of a critique of traditional research and pedagogy emphasizing in reflexivity, dialogue, voices of oppressed that are heard, collaboration under equal terms, encouragement for social action (Katsarou, 2016). The basic aim of my presentation is to discuss a collaborative action research project I co-created with my colleges, that tries to incorporate the values of Critical Pedagogy in teaching. I am going to present some characteristic examples of teaching practices that took place in an urban Junior High School of Herakleio in Crete during the school year 2016-17. Through these practices we - the participating teachers researchers - combined theory and practice, action and research as two interdependent yet complementary phases of the change process in the field educators act and reflect with peers and students. Using the “language of possibility” in the curriculum (Aronowitz & Giroux, 1986) we attempted to engage our students in the social construction of knowledge, listen to a variety of voices, utilize life experiences in classroom, incorporate critique about cultural norms, promote the values of social justice, compassion and equality. We strongly believe that the impact of our intervention is the improvement of the instruction towards a commitment to democratic participation in social contexts, our personal and professional development as “reflective practitioners” (Schon, 1983) and the upgrade of classroom learning climate which can provoke significant changes to students’ lives contributing to their empowerment and emancipation (Katsarou, 2016).

Zoi Christina Siamanta

Birkbeck University of London

christina.siamanta@gmail.com

Konstantina Tsalapati

National and Kapodistrian University of Athens

kwsini@primedu.uoa.gr

Political Ecology & Public Understanding of Science: Alternatives to Green Neoliberalism through ‘Cognitive Praxis’ of Movements and ‘Post-critical Experiments’. Over the last two decades efforts to address urgent socio-ecological problems (e.g. climate change) and environmental management have involved an increasing engagement with capitalist markets. Recently, a range of older and newer market-based approaches to, and proposals for, environmental governance has emerged across the world under the banner of ‘the green economy’, based on the premise that such policies can successfully respond to current economic and ecological crises (e.g. green energy, biodiversity offsets, natural capital bonds, species banking). Such policies are generating a variety of new appropriations, dispossessions and environmental degradations, eventually intensifying the socio-ecological predicament of the Capitalocene. They are underlined by deep onto-epistemological ideational transformations seeking to enroll the public into new markets and to obtain their consent for the appropriations they entail, while are supported by capital’s accomplices, such as the media, ENGOs and their environmental campaigns, big corporations, and by novel alliances between them. These raise important questions for the public’s understanding of environmental issues, especially in light of the current ‘post-political condition’ under which such issues allegedly necessitate techno-economic and managerial solutions. This paper brings together scholarly work from Political Ecology and Public Understanding of Environmental Science in theorising and proposing ways for identifying, formulating and enacting radical alternatives to neoliberal environmental policies: ways of thinking, experiencing, discovering and communicating about the world other than those involving market logics and capitalist systems of value, interest and ethics. It focuses on environmental movements and 'cognitive praxis', while builds on a number of contributions from these fields of study and theorists to offer considerations and propositions for the formulation of such alternatives under a ‘public ecology’ and a ‘dialectical pedagogy’. It argues for creative scholarly engagement with marginalised knowledges and for a wide range of -what we term- ‘post-critical experiments’ for the production of alternative socio-natural orders and futures.

Konstantinos Sipitanos

University of Crete

sipitanoskonstant@gmail.com

Participatory action Research: Students as co-researchers in a critical literacy framework

Participatory Action Research (PAR) is a community research approach, where all the participants are involved. The goal is to act or intervene in the issues under study (Rodriguez & Brown, 2009). A school based PAR does not involve students as informants, but as active learners that challenge adults' assumptions and take decisions. It is actually an everyday democracy (Fielding, 2007). PAR is strongly connected with teachers and students emancipation and empowerment. In this presentation I describe the activities and practices I co-created with my students in the first grade of Junior High School in Perama Mylopotamou in Crete. In this approach we followed a critical literacy framework which combines Critical Discourse Analysis, Bakhtins's polyvocality and intertextual text reading (Kostouli & Stylianou, 2012). Specifically, my students chose the theme they wanted to deal with (nutrition) among other themes introduced by the national curriculum (e.g free time, sports, cinema) and they raised the questions they wanted to be answered. Polyvocality helped us introduce different voices and genres answering these questions, building a heteroglossic universe where not only the dominant voices were heard (such as doctors and health advisors), but also parents, elders and ecological organizations. Intertextual reading approach and writing activities reveal the linguistic terms each social group uses to promote or silence its arguments in order to fulfill its own purposes. To enhance democratic perspective the whole activity follows the action-research, pedagogical approach, where students as co-researchers, researched the whole project and were engaged in reflection activities which shaped their role as active citizens (Flutter & Rudduck, 2004; Katsarou, 2008;). This framework gave the opportunity to me and my students' question and negotiate our dialogues and classroom practices and promote participatory democracy.

Panagiotis Sotiris

Independent researcher

panagiotis.sotiris@gmail.com

University Struggles in a period of crisis

Since 2010 Greece has faced an extreme wave of austerity and neoliberal restructuring as a result of the policies included in the 'Memoranda of Understanding' dictated by the European Union

and the International Monetary Fund. This has led to a sharp economic, social and political crisis. Austerity, deprivation, mass unemployment, deterioration of social conditions and absence of any positive prospect have become the 'new normal' in Greece. It also led to a combined attack on public Higher Education, both in the sense of drastic reductions in funding (and an attempt to seriously actually shrink Higher Education) and of aggressive neoliberal restructuring (including a more authoritarian approach especially in regards to students). At the same time, the changes in the social landscape, with mass youth unemployment, deterioration of prospects for social mobility, reduced expectations were reflected in collective practices inside universities. Moreover, the capitulation of SYRIZA in 2015 meant that important aspects of previous policies remain in place and that new reforms proposed remain within a technocratic and entrepreneurial logic along the directions offered by the EU and OECD guidelines. However, this has not stopped the conflicts and resistances inside Higher Education. This paper will attempt an assessment of the new emerging landscape of struggles, by focusing on some the major battles of the period of the Memoranda: The 2011-12 struggles against the new legislative framework, the 2012-2014 struggles against the redundancies of administrative personnel, the 2011-12 struggles of adjuncts, and the various and continuing student struggles against the new authoritarianism in the entire 2010-2017 period. The aim of the presentation is to discuss what conclusions we can draw regarding the dynamics of these conflicts, the potential for alliances, the possibility of articulating an alternative.

Maria Souvlidi

University of Ioannina

mrsouvlidi@yahoo.com

The contribution of the theory of communicative action on critical language awareness, as a form of resistance to language's authoritarian mechanism of the social elite

Our study aims to highlight the authoritarian role of language within ideological frameworks, such as that of the institution of school. Fairclough proposes the development of students' critical linguistic awareness the same time that the role of authoritarian language, that teachers use in the educational institution is a fact. On the one hand, the teacher exercises power

through linguistic acts upon students. On the other hand the teacher is proposed by Henry Giroux as a reformer intellectual teacher. The question is related to the possibility of the existence of a teacher as an intellectual reformer that could be able to assist in the critical awareness of his students . Can the teacher be an autonomous ideological subject? We are trying to prove through the analyses made by Gramsci, Althusser, Foucault, Laclau that there are philosophical problems to the possibility of the existence of an ideologically autonomous and sovereign educator. Finally, we are going to use the theoretical framework of Habermas, in order to expand the discussion on the authoritarian role of language. We borrow the theory of communicative action as an educational management model, that enhances the critical capacity on the basis of intersubjectivity. We are considering important to extend the discussion on the theory of communicative perspective action, in shaping learning environments, that foster critical thinking on teacher and students. We are trying through this paper to highlight theoretically, the transition from an asymmetric communication into symmetrical communication, in the school area. We are studying the conditions where students will fulfill their cognitive, metacognitive and emotional needs, through the ideal-speech situations, based on Habermas theory.

Niki Stavrakaki

Ministry of Education, Research and Religion

stavrakn@tcd.ie

Breaking through traditional research methods in educational research: Using diaries in exploring the extent and the consequences of job related stress amongst primary school teachers in Greece

The present paper presents the method of using diaries as a research tool in educational settings. The importance of using diaries as a method of investigation in the specific area is underpinned by the fact that the existing research has used mostly quantitative methods. Primary school teachers who participated in a study on job related stress in Greece in 2009-2010, have stated that the problem could not be fully addressed by completing questionnaires. It revealed that teachers are willing and need to further ‘talk’ about their everyday experience with the phenomenon. The diary method can provide an insight on teachers’ experience by combining both objective notes

and free flowing accounts. Diaries can ‘pick up’ the finest points of explicit educational experience in ways which other major forms of written information, like questionnaires, do not, in an unobtrusive mode. Bridging the gap between educational politics and educational praxis becomes evident as well as the fact that curriculum development, school improvement, student achievement and teacher’s professional development and well-being are closely interwoven.

Constantina Stefanidou

National and Kapodistrian University of Athens

sconstant@primedu.uoa.gr

Christos Stefanou

National and Kapodistrian University of Athens

christef@gmail.com

Maria Liakopoulou

Secondary education teacher

maliakop@gmail.com

Anti-racist education-from theory to action: The case of a natural sciences educational program

Does public school reproduce social and political problems or acts as a means towards their resolution? Confronted with this query, a teacher cannot help but take a stand. Our belief is that teaching is a political act, therefore educators should contribute to the mitigation of these problems. Racism constitutes an old and well-known phenomenon. In Greece of 2017 though, with the financial crisis having turned thousands of refugees and immigrants into scapegoats, it appears that the teacher’s contribution to the management of the issues raised and the preparation of the students in order to assert their right to emancipation of all kinds, plays a decisive role. Within this context, an attempt was made concerning the cooperation of refugee students of Eleonas Refugee Camp and the students of a senior high school located in the centre of Athens. The cooperation of the two student groups aimed at the acquaintance of the students and the acquisition of common experience. A six- hour educational program was designed and materialized, consisting of activities related to science and technology which functioned as

meeting points of different civilizations throughout human history. The project was carried out through three visits of the refugee students at the morning senior high school. They had the opportunity to attend a ‘regular’ school, interact with peers under true circumstances, participate and carry out simple experiments and educational activities. Moreover, the students of the morning school had the opportunity to get acquainted and discuss with refugee students of their age and work together at a series of educational activities. In the present essay/report, there is an analytical presentation of the effort made towards the active incorporation of science and history of sciences at the service of an anti-racist education in ‘real place and time’. As every attempt of its kind, likewise ours provokes an intense concern about the educational needs of the refugee students as well as thoughts and perspectives concerning the anti-racist education in general. The aim of this essay/report is to expand the dialogue on exactly that basis.

Athanasios Strantzos

Institute of Educational Policy (IEP)

astrantzos@iep.edu.gr

Mathematics Educational Research potentials for Mathematics-curriculum-teacher-researchers

Mathematical Curricular Research Teaching- and Research-Methods of Critical Mathematics Education (CME) have to deal with the dichotomy of the social and the individualist aspect of collaborative learning (Nunes and Bryant, 1996; Lerman, 2001; Valero, 2002). Collaboration refers mostly to the formulation and elaboration of a “dialogical learning framework” (discourse) (Civil & Planas, 2004) within which learning happens as the adoption of certain norms, values and notions of importance. The above give rise to elaborations of “social interactions” as tools to interpret the “classroom dialectics”. To that, let us consider tutors and learners as “active social individuals” whose engagement in social interactions abides to principles of “autonomies” and “heteronomies” (Castoriades in: Straume, 2016) defined against an established collection of normative regulations (the instituted society, (ibid.)): these consist also of “established epistemologies” or, in our frame, “established pedagogical contexts and methods”. Within the same contextual trading of the educational frame, Critical Educational Research and, especially,

Emancipatory/Transformational Action Research (AR) tend towards the “(self-)institutionalising society” (ibid.) of Learning, that conceptualizes and contains the collective potentials of its autonomous members, preferably “breaking the didactical contracts along the way” (Brousseau, 1997; Brousseau et al., 2014). Diminishing the “autonomous potential” in these dialectical scheme is one of the main reasons of criticism towards Critical Pedagogies, as e.g. in (Giroux, 1983), and supports tendencies towards “social (establishment) reproduction”. It is of no surprise that classical Mathematical Pedagogies tend to adopt Socio-Cultural aspects that support norms and questions of diverse educational-political establishments, be it the cognitive-skills-approach (Freudenthal, 1981; Stinson et al., 20012; Bishop, 2008; Schoenfeld, 2013; Mason, 1998; Kinard & Kozulin, 2008), or CME (Winter, 1996; Elliott, 1994; Skovsmose, 1994; Stinson et al., 2012; Bishop, 2008; Valero, 2002); even if mathematics teachers usually have no means of describing the corresponding demands and principles (Bishop, 2008). In the above sketched conceptual frame, we shall try to describe the position and potential impact of Teacher-Researchers that engage in Transformational and Emancipatory AR on Teaching and Curriculum, and comment on the sought for characteristics – both educational and civilian – that would facilitate the intervention of the active practitioners in the context of the established pedagogies themselves via critical curriculum research. Let us add to these the need – raised by the engagement in AR-procedures – to learn to “observe in a critical and, at the same time, self-reflecting manner” the procedures of learning themselves; a need that is preferably supported in ME, given its metacognitive aspects.

Juha Suoranta

University of Tampere, Finland

juha.suoranta@uta.fi

C. Wright Mills in Cuba

In August 1960 sociologist C. Wright Mills traveled to Cuba to find out what was the Cuban Revolution like? He interviewed Fidel Castro and Che Guevara and many other revolutionaries. In touring the country with Fidel he saw how the people lived and thought about their life after the revolution, what were their hopes and fears. After the trip Mills wrote his pamphlet Listen,

Yankee (1960) only in six weeks and the book became an immediate bestseller. In it he defines himself as plain Marxist. In this presentation I first describe Mills's trip and the book, and then ask, what did he mean by saying that he is a 'plain Marxist'?

Lindy Syson

Durham University

lindy.syson@durham.ac.uk

Critical educators and academic autonomy in the neo-liberal university

The UK government's White Paper for Higher Education (BIS, 2016) seeks to continue to tie universities ever more closely to the requirements of neoliberal capitalism. The continuing entrenchment of market principles into higher education, will impact upon the academic independence and autonomy of critical educators. This presentation aims to consider the role of critical educators caught in the structural and ideological contradictions of universities, for example, the tension between the university as a site for critical and democratic debate, and as part of the production of knowledge and human capital for a highly stratified capitalist society. I will: first, scrutinise the idea of academic autonomy, arguing, following Ollman (1993), that autonomy should not be regarded as a static concept, or an 'ideal', but relationally, and located in historical and political context. Second, the potential for the co-option and marginalisation of critical research and teaching will also be considered. I will refer to the views of a number of critical educators - using anonymised interview data from current doctoral research - on the possibilities for resistance and strategies that could be adopted to challenge the systematic undermining of academic autonomy. BIS (2016) Success as a Knowledge Economy, Available at: <https://www.gov.uk/government/publications/higher-education-success-as-a-knowledge-economy-white-paper> Ollman, B. (1993) Dialectical Investigations, London and New York; Routledge

Oskar Szwabowski

Szczecin Univeristy

o.szwabowski@gmail.com

Co-autoethnography and emancipatory education

Based on research which I made with student (2014-2016) I will ask about possibility of exodus from neoliberal teaching machines. Negotiations life experience and the teaching practices at the university create the fragile community. I want ask about power of mentioned community in the context of neoliberal and neo-conservative regime. What changes are made during research project? Can we (and how) change the university and maybe even the world around us? How my and student consciousness are transform by the research? I examine the limit of co-autoethnography as a method and practice from the lefties perspective.

Afroditi Terzi

University of Amsterdam
afrodite.terzi@gmail.com

Hulya Kosar-Altinyelken

University of Amsterdam
H.K.Altinyelken@uva.nl

Democratic Learning in Higher Education: Implementation, Possibilities and Challenges

Despite the theoretical appreciation and the global diffusion of democratic learning, questions have been raised regarding the pedagogy's actual implementation in higher education. Due to neoliberal reforms, modern higher education faces transformations that discursively challenge its democratic character. More specifically, practices such as the formation of larger classes, the prioritisation of research over teaching and the elimination of less profitable educational programs have been criticised for their non-democratic character. While most available studies focus on the pedagogy's efficacy, there is a lack of systematic empirical research on how democratic learning is perceived but also stimulated in the real classroom taking into consideration the institutional and societal context as well as lecturers' and students' characteristics. This qualitative case study explores how democratic learning is viewed and practiced within a department of a Dutch university, as well as the possibilities and challenges of

its stimulation. The participants were 13 students and 11 lecturers and data were collected through semi-structured interviews. The results of the analysis showed that 1) the participants' knowledge on democratic learning is fragmentary, 2) although the majority viewed the pedagogy as beneficial, half of the participants raised concerns regarding potentially absent or negative consequences, 3) the teaching and learning processes at the department display both democratic and non-democratic aspects and 4) the current situation was associated with a number of individual-related, institutional and societal factors that either facilitate or challenge the implementation of democratic learning. In general, these findings indicate that the stimulation of democratic learning in higher education is rather challenging and raise both theoretical and practical implications.

Humeyra Togan

Ankara University

hyasmut@gmail.com

Mehmet Togan

Ankara University

toganmehmet@gmail.com

Whose right to education? Education of working kids

Global marketing of global capitalism and neoliberal economic policies have increased demand for child labor in the last 35-40 years. Child labor, which is the obvious face of today's social inequalities, is in the study area of many institutions and social scientists, especially international organizations such as ILO, UNICEF. However, rather than the abolition of the use of child labor that based on the old age by examining the conditions of poverty and deprivation; only a number of rules and limitations are brought about with national and international legal texts. On the other hand, the applicability of these rules and limitations is directly related to the level of socio-economic development of the country.

The fact that the differences of childrens' activities in different fields makes it difficult to determine the general rules. For example, it does not seem possible to evaluate in the same category of the labor of children who work for one hour with their family, who work indefinitely

for over 60 hours a week, who work as seasonal workers on the field or the in-home productions of girls who are not even allowed to leave the house.

For producing solution proposals to remove child labor exactly, the co-ordinating ground of the debates on each type of child labor have to be constructed by social formation discussions and poverty fighting practices. On the other hand, the truth of working kids which we work with frequently in the discussions on the right to education causes the keep of the problem's actuality in pedagogically. Then it is possible to say that the time and energy which each of these children spend in production means the usurpation of their right to education.

In the light of the above discussions, the aim of this study is, revealing the role of relationship between poverty and child labor using in the violation of the right to education by using current child labor statistics and daily media cases and interviews. The results of analyses from interviews with purposefully selected from working children will be shared.

Turgut Tosun

Ankara University

turguttosun@gmail.com

Burcu Civas

TED University

burcu.civas@gmail.com

Educational Assessment in terms of Adult Education of NGOs supporting for Syrians in Turkey

Although Turkey is not the most affected country by the Syrian Crisis starting in 2011, it is hosting 2,750,000 Syrians, more than any other country worldwide. Only 10% of this population is living in camps while the other 90% is directly engaged with host communities. Many of this population are not expected to return to their native country in a near future due to the scale of the civil war happening in Syria. Hence, those staying outside of the camps have become more integrated into local life every day. This integration process is being ensured by the aid coming from the government, UN Agencies and NGOs. Education is one of six main sector planned to be developed and supported according to the 3RP (Regional Refugee & Resilience Plan) for the

period of 2017 - 2018. Formal education of children and youth are mainly handled by government programs while NGOs are playing a key role on lifelong learning process throughout nonformal and informal education models. Adult education is the most important part of this process since it equips Syrians for the purpose of their functional integration to the society. In this manner, substantial amounts of NGOs take on responsibility out of 139 ones having registered supporting for Syrians in Turkey as September 2016. Outputs of projects organized by NGOs are deserving praise in this respect but there is not enough scientific study analyzing those educational models. In order to reveal the efficiency of those models and make suggestions in this point, this current study aimed to reflect educational assessment in terms of Adult Education of NGOs supporting for Syrians living outside of the camps. In order to test this aim, within the scope of this present study, in-depth interviews with five education officers were handled and various reports on education provided by NGOs were analyzed. Results were discussed by the help of adult education literature. Also, this study has a unique contribution since it is one of a few studies examining the adult education provided by NGOs.

Ahmet Uysal

Nevşehir Hacı Bektaş Veli University

auysal77@hotmail.com

Asuman Erarslan

Teacher for Ministry of National Education in Turkey

erarslanasuman@gmail.com

Mine Özel

Teacher for Ministry of National Education in Turkey

mine_ozel14@hotmail.com

Othering vocational high schools: The sufficiency and features of vocational high schools in Turkey

The significance of vocational education have considerable increased from past to present. Besides, the scientific and technological developments, which have noticeable flourished after Industrial revolution, have necessitated vocational education. However, it is worth to note that the

quality of vocational education is a controversial issue. Additionally, there are some essential problems associated with vocational education and training such as the starting age of vocational education, the curriculum of vocational education, the physical structure of institutions like schools, the future of students about the academical sufficiency and working condition. In this context, the aim of this paper is to point out the problems of vocational education and some suggestions for solution to these problems. It also aims to highlight the way in which vocational high schools have been otherized, allowing to hear out participants of the Silivri Vocational and Technical High School in Istanbul in Turkey. In this sense, it is used to the semi-structured interview and participant observation to gain information about vocational high schools. Also, it was made twenty semi structured interviewed to comprehend the process of othering vocational high schools.

Alexandros Vasileiadis

University of Crete

alvasileiadis@gmail.com

Athanasios Strantzalos

Institute of Education

astrantzalos@gmail.com

Reporting on mathematical teaching- and curricular- action research projects in times of Crisis: implications of fruitful results, reflections on methods and potentials

Our presentation deals with the praxis and educational-practitioner- and curriculum-researches we undertook addressing teachers and students as critical citizens and persons towards their emancipation and autonomous participation in social life in terms of social and individual transformation. We shall provide indications of how we approach the goals of empowerment and emancipation via individual-to-school-to-community-to-state – in this sense bottom-up – actions, thus giving birth to an active learning community of equals. To these, we deal with the sum-up of our action-research projects, in the form of certain teaching- and curricular- interventions that we have undertaken in our Mathematics Classes, as teacher-researchers or as collaborating and reflecting teacher-researcher and critical friend; a situation that enriched our collaboration and

gains, as we shall try to indicate. Our interventions were facilitated by: i. questions of the form “what is to be taught and why?”, that we see as implying also the “how?”, therefore ii. the negotiation of the curriculum which is perceived as a hypothesis, thus engaging in a potential reshaping of our educational reality through collaboration, negotiation, critical-learning-by-doing and reflection, that resulted in iii. curricular- and teaching- alternations that promote key-features of Critical Mathematical Literacy/Critical Mathematics Education, namely a. implications of reasonability in the pacing of the consecutive chapters of the taught material, that we shared with our pupils b. problems of the form of “every-day issues” (Realistic Mathematics) that support the “meaning” and “importance” of the dealt with notions or methods c. collaborative discussion, falsifications, criticism and evaluation of the methods, the context and the results of the each-time undertaken task iv. dialogical practices among the pupils, of them with the educator and their family; thus letting all voices (even those traditionally muted) to be heard and establishing a strong connection between classroom and community. Our framework furthermore facilitated pupils’ own exposition (in the form of free-speech or diary) of their added knowledge- and methodological- gains, supporting their self-reflective potentials on “what they know they have achieved”.

Bari-ika Nornubari Vite

Anglia Ruskin University, Chelmsford, UK

vnornu@gmail.com

GENERATING VALUE FOR ALL NIGERIA YOUTH: Participation and Policy Making

Youth participation in the social, economic and political life of Nigeria is essential. Youth participation contributes to sound education, health, identity, communities and active democratic system equipped of responding to difficult issues, for example, social vices, wellbeing and economic challenges. New types of engagement and co-operation - particularly through computerised media advances can offer genuine opportunities to implant youth participation in government and agencies, communities and policy makers. Nevertheless, at the state level, Nigerian young people are excluded from formal policy procedures, and as recently as 2016, there was a no governmental duty to promote and enhance the interests of the young people in

Nigeria. This paper ascertains the gaps in the literature by focusing on what participation means to Nigeria's youth. Also, this paper focuses on the practice of Non-Governmental Organisations and young people in Nigeria regarding public policy. It directly concerns young people's encounters and experiences. In doing so, it moves to the questions of organisation and reinforcement in governance. Furthermore, it examines the various ways in which young people in Nigeria conceptualise and practice participation in public policy. It also observes their views and actions to wider changes in society and democratic changes in Nigeria. This applies particularly to the educational sector and draws on contemporary theories of political identity and education.

Gulten Yildirim

Pamukkale University Faculty of Education

gulten_yildirim@hotmail.com

Gul Tuncel

Marmara University

gtuncel2@gmail.com

Ozlem Yigit

Bolu Abant İzzet Baysal University

ozlem1406@hotmail.com

An investigation of donation campaigns to schools organized under social service practices courses in the context of education right

The news and comments indicating that Turkish educational system has stepped into new age are showing an increase in recent years. A technological project called as Fatih is one of the main bases of this kind of comments. The main aim of this project was introduced as an effort trying to ensure the equality of opportunity to educational technology for all students. The project seen as one of the biggest projects in the world in terms of goal and scope includes equipping the whole classrooms with smart boards, computers, necessary software, and supplying each student a tablet pc. But, at the same time with these improvements, many donation campaigns have been

organised for students in recent years in Turkey. Many of these campaigns are requested by the teachers generally working in rural areas and villages in the different part of Turkey and on the basic needs of students such as coats, shoes, stationery, toys, books, basic technological tools, etc. Some of these campaigns are organized by teacher candidates under social service studies. Considering the hierarchy of needs and current dilemma, the discourse of stepping into new age in education of Turkey needs a critical analysis. In this context, the aim of this study is to investigate the views and experiences of teacher candidates organizing this kind of aid campaigns. The study conducted with qualitative research design. Participants of the study consisted of 15 teacher candidates attending in two faculties of education. Data were collected through semi-structured interviews. The interview form focusing on determining which one of the responsible, participatory or justice-oriented citizenship approaches they have and their views about the role of this kind of campaigns in a social state was developed by the researchers. Data were analysed in accordance with the qualitative data analysis procedure. First findings of the study indicate that most of the participants support participatory citizenship approach. All of them appreciate solidarity in a society and making a bid for it, and they feel good when they aid someone who needs. But it can be said that most of them do not have critical thinking on their and people's efforts in the system and they are not aware of arguments on this matter. The results of the study will be debated in terms of the role of civil society, citizens and states on improving education, reconsidering the campaigns and social solidarity on education.

Nulifer Yilmaz

Sinop University

nilmaz1@hotmail.com

Subcontracting in education, and risks of it for children

The capitalist system imposed neoliberal policies as a prescription to the whole world in order to overcome its crisis which was experienced in 1970s. Privatization took place at the heart of this neoliberal prescription. In the 1980s, It was understood that restructuring the welfare state is required to accomplish the neoliberal plans. Therefore, a variety of interventions to many states in the world have been restructured these states according to neoliberal politics. Especially

education and healthcare services are among the basic features that define the welfare state. Due to the neoliberal globalization ideology, it was realized that education and healthcare were also profitable sectors for the free market economy. Neoliberalism was in contradiction with such a state that prevent the competition in education and healthcare. Thus, the state should not intervene these areas; moreover, they had to be left to the free market. For these purposes, the General Agreement on Trade in Services (GATS) entered into force in 1994. GATS is the first multilateral agreement that defines the basic concepts, rules and principles of service sector and international trade. The signatory of GATS has to declare a list of service sectors which should be released to the international market. These sectors are mostly, education, health services, communication, environmental services, financial services, construction and tourism services. It is possible to shape the market according to neoliberal politics by limiting the domain of the state. So, state should withdraw from most of the service sector especially from education and healthcare. It means an increase on privatization, subcontracted labour and decrease in insured employment. Public institutions' purchase of services from subcontractors can be considered reasonable to the certain degree. However, the risks involved in purchasing temporary services to schools as educational institutions must be taken into account. For example, subcontracted workers who work temporarily in schools pose a risk to children who study at that school. A subcontractor worker who has worked in a school for several terms and has left, is a "familiar" person outside school for children. Unfortunately, this familiarity is a risk for them. It is a fact for the vast majority of sexual harassment cases that children are sexually harassed by the acquaintances. In parallel with the increase in the amount of subcontracted workers in educational institutions, cases of sexual exploitation for children have also increased. For the sake of the profit of capital, public services have become commodities which are bought and sold in the free market due to the neoliberal policies. The aim of this declaration is to explain the risks involved in subcontracting, particularly in the education service, with examples based on true stories.

Mehmet Taki Yilmaz

Sinop University

mtiyilmaz@sinop.edu.tr

Reading the Last Pages of PISA Reports

The Program of International Student Assessment (PISA) is a triennial international survey which has been implemented by the Organization for Economic Co-operation and Development (OECD) since 2000. PISA aims to measure the skills and knowledge of students who have completed compulsory education and lives in OECD and other participated countries in terms of their ability to live in modern societies (PISA, 2015:1). Regarding this aim, 15 year-old students' basic knowledge and skills on science, math and reading have been being assessed in every 3 years since 2000. It is expected from the participated countries to compare their students' level of knowledge and skills with other countries and to determine their strengths and weaknesses of their education system by benefiting from the PISA results. On the other hand, the discussions of the results generally focus on two issues: 1. The ranking: Which countries are better or worse than us? 2. Comparison: Is there an increase or decrease regarding the previous PISA scores in our scores? These shallow discussions are consumed in a short time; actually it has to be consumed in a short time. The main factors that affect students' success could attract the attention when we look at the last pages of the last PISA reports. In other words, if these discussions are extended, the neoliberal policies must be included in terms of their influences on unsuccessful results of PISA, inevitably. In the last PISA report, it was clearly seen that there is a direct relationship between family income, gross domestic product (GDP) per capita, total expenditure made per student, the percentage of disadvantageous students in countries and the PISA scores. For instance, it was detected in the report (PISA, 2015) that the family income influences students' school performance. Therefore it was stated that "it is significant to consider national income of countries while making comparisons between the performances of countries". In the last PISA report, the relationship between the success and national income was revealed through the variance of average scores in science literacy, math literacy and reading skills with 24%, 30% and 31% variance respectively by gross domestic product (GDP) per capita. In the last PISA report, the relationship between the success and countries' expenditure made per student was explained through the variance of average scores in science literacy, math and reading skills with 35%, 40% and 39% variance respectively by total expenditure made per student. The neoliberal policies that have been carried into effect since 1970s have evolved the form of capital stock. These neoliberal practices impoverish the vast majority of public through subcontracting, low-

cost labor and precarious work. Inequality in income distribution annihilates equal opportunities in education for poor children and causes their getting into the disadvantageous groups. The aim of this study is to build a relationship between the neoliberal practices in the worldwide by looking at and reading the last pages of the last PISA report.

Hüseyin Yolcu

Kastamonu University

h.yolcu72@gmail.com

Sema Muratođlu

Ministry of National Education

semamuratoglu@windowslive.com

İhsan Yılmaz

Ministry of National Education

ihsanyilmaz1981@gmail.com

An Extra Budgetary Source for Schools: Evaluation of Philanthropic Contribution

In Turkey, it has been a traditional practice and expectation that the financing of middle and higher education, especially elementary education, has been financed from the state for a long time. After the 1980s, this concept started to gradually disappear. Parallel to this, a funding mentality has been adopted, in which principals, especially families, companies, municipalities and civil society organizations are included in the financing of education. On the one hand, these developments have transformed educational administration from a centralized structure to a more localized structure, while at the same time opening schools that lack public funding to establish closer ties with the local community in which they are located. All of this makes it difficult for administrators and teachers who work in these schools to face some difficulties, while ensuring that the public schools in the near vicinity are under pressure and control in the direction of their expectations and interests. As long as the administrators and teachers overcome these difficulties, the school can achieve the resource accumulation. Thus, executive teachers are able to qualify the schools they work with, with additional resources provided by the school, and compete with other public schools as well as private schools that are considered to be more qualified than

themselves. One of the ways public schools appeal to overcome the financing problem is the people who are considered philanthropic in their immediate surroundings. In this study, it tried to determine what strategies the school administrators working in different school types apply to take their contributions to their schools, how successful they are in this process, what kind of role behaviors they had as a school administrator in this process and what difficulties they experienced in this process. Talks were held with primary school, middle school and secondary school administrators and philanthropists. Findings from these interviews showed that schools were increasingly in need of more philanthropic contributions from primary to secondary and high education. This situation differs according to the social class of the school where the students take the students. The schools in which the children of the lower societies continue are in need of more charitable contributions. The fact that the schools in the lower income group have more financing needs pushes school administrators in these schools to seek more funding. In addition to personality traits such as the communication and persuasion skills of school administrators, proximity to a particular political thriller or distance attitudes is also effective in attracting philanthropic contributions to schools.

Yaying Zhong

University of British Columbia

zhongyaying.jlu@gmail.com

Reading Freire's words: are Freire's critical pedagogy applicable to China's higher education?

China's higher education is criticized for educating students to accept and preserve the social realities instead of questioning them, which seriously impairs students' civic consciousness development (Law, 2006; Tu, 2011). According to Paulo Freire (2000), human should reflect and act upon the world to transform it instead of adapting to the world (Freire, 2000; Glass, 1996). Before people transform the realities, they need to critically reflect on them and recognize how they come into being (Roberts, 1996). By "learning to perceive social, political, and economic contradictions, and to take action against the oppressive elements of reality" (Freire, 1970, p. 17), critical consciousness helps human critically reflect and act upon the realities. Thus, Freire's

critical pedagogy that values critical consciousness might provide some inspirations for enhancing Chinese university students' civic consciousness. However, Freire's ideas have not been widely explored by China's scholars or been extensively employed in China's education settings (Zhang, 2008). Therefore, this project intends to explore in which, and how successfully Freire's thought can be translated into China's higher education context. The expected outcomes include the potentials and limitations of applying Freire's critical pedagogy as a tool for China's university students to enhance critical and civic consciousness. This study will hopefully raise awareness among China's scholars and educators of the values of applying Freire's critical pedagogy as a tool for China's university students to enhance critical and civic consciousness. The future recognition and application of Paulo Freire's education thoughts in China higher education field might promote China's civil society development by educating university students to become democratic citizens with the inspirations from Freire's theory.

Georgia Zigkou

National and Kapodistrian University of Athens

zigougwgw@hotmail.com

Critical education and environmental education

The aim of this paper is to juxtapose the environmental education as it today and the critical education. This comparison premise on studying the critical education and the environmental education. Critical education includes the classical critical pedagogy that Paulo Freire advocates in the decade of '60 at Brazil , the theoretical approaches of Marx about the education and the experience of modern factions for social changes. (Skourdoulis, 2014) Paulo Freire endorses teaching and learning are experiences which implicated social consequences. He also supports that education can't be as method of instruction and learning isn't some skills or informations which delivered from teacher to children. An ideal class for Freire is a class which invites students to think critical about the subjects, the learning process and the society. An ideal educator for Freire is an educator who quote critical problems to students and act towards as substantial human beings. (Ira Shor, 2004). Marxist education has similarities and differences with critical education. The similarities and differences concern the formal education as it is at present and the formal education as it should be. To answer that we must take charge to the

economic purpose of education, the social-economic differences in a class, the development of every student, the social justice and the renewal of the capitalism completely. (Dave Hill) A revolution to the classical critical pedagogy was the “Revolutional Critical Pedagogy” of Peter McLaren. He made a rupture with the post-modernism which existed at the american universities. Peter McLaren introduces a return to Marx and the social classes. (Skordoulis, 2014). The environmental education today is not close to critical education. The earth summit, the United Nations Conference on Environment and Development(UNCED), held in Rio de Janeiro in 1992, alerted the world to the complex nature of issues underlying environmental sustainability. The all agreed that education has an important role to motivating people to have more sustainable lifestyles. (J.Fith & D.Tilbury,1998) Fien, J. and Tilbury, D. (1998) Education for Sustainability: Some Questions for Reflection. Roots (17) Botanic Gardens Conservation International, London U.K. pp 20-24. Skordoulis Konstantinos, (2014) Τι είναι και τι ζητάει η κριτική εκπαίδευση, <http://skordoulis.blogspot.gr/2014/10/blog-post.html>, Ira Shor (2004), Paolo Freire’s Critical Pedagogy (P. 24-25), Paolo Freire : A Critical Encounter, edited by Peter MacLaren, Peter Leonard Dave Hill, From deconstruction to reconstruction: Critical Pedagogies, Critical Education, Marxist education (P.296-297)