

**Shaping “good” citizens: An exploration of how senior
secondary students experience citizenship education through
a project based learning context**

By
Kylie Joy Thompson

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Abstract

Over the past two decades the concept of active citizenship has become influential in educational policy and practice across the Western world. While current curriculum policy in New Zealand does not include citizenship education as a specific area of learning, hotly contested notions of citizenship are embedded throughout the curriculum document. As a consequence, schools find themselves interpreting particular notions of citizenship and designing their own methods and programmes to shape “good” citizens.

In this dissertation I explore one senior secondary school’s attempt at implementing citizenship education through a project-based learning approach. In order to make sense of the contested and varying conceptions of citizenship education I utilise Westheimer and Kahne’s (2004) three levels of the “good” citizen. These are the *personally responsible* citizen, the *participatory* citizen and the *justice-oriented* citizen. Participants in this small-scale qualitative case study came from a New Zealand senior secondary school that devotes a full day every week to project-based learning. They included 10 students, their teachers and the deputy principal in charge of this programme. Data collection included document analysis, observations and semi-structured interviews.

The findings suggest that aspects of a project-based learning model aligned well with personally responsible and participatory approaches to citizenship education. However, significant tensions relating to the status of young people, the requirement to produce a product and the pedagogical practices of teachers resulted in very little evidence of a justice-oriented approach to citizenship education. An examination of the personal, structural and social factors influencing the students experience is provided before the potential and possibilities of shifting students to a more justice-oriented approach to citizenship is discussed.

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CHAPTER 1: INTRODUCTION

The notion of a “good” citizen is a contested one and therefore schools are faced with a dilemma when implementing citizenship education. Is a good citizen someone who is law abiding, self-managing and responsible? If so, then it is understandable that schools might focus their citizenship education around creating independent, employable, future citizens. Or alternatively, is a good citizen someone who critically engages with the root causes of social problems and takes action to challenge existing structures in society? This dissertation explores one school’s approach to citizenship education. In doing so, I aim to consider how these contested notions of the “good” citizen might be influencing the experiences of their young people.

In this chapter I provide an introduction to the study of citizenship education in a project-based learning setting. It sets the context for the study, provides reasons for undertaking the research and outlines the aim and subsequent research questions. My personal perspective on the topic is also introduced along with an explanation regarding the role of Westheimer and Kahne’s (2004) conceptual framework in this study. While the problematic nature of defining citizenship will be discussed in the next chapter, it should be noted at this point that citizenship education in this study has been broadly construed as the development and support of young peoples skills, dispositions and behaviours for their roles as members of society.

Citizenship education – a contextual background

The past decade has been witness to a growing concern with the capacity of young people to demonstrate good citizenship, not just in New Zealand, but also across much of the Western world. Triggering this concern is what a number of writers describe as ‘unprecedented challenges’ and ‘wicked’ problems of the 21st century (Bolstad, 2011; Cogan, 2000; Frame, 2008). Issues including globalisation, rising crime, environmental decline and rapidly changing technologies are presented as major challenges that are likely to continue for the foreseeable future. Educational policy, as a result of this, can be seen as giving urgent consideration to how best prepare young

people for such challenges and uncertainties in a rapidly changing world (J. Gilbert, 2005).

To complicate matters further, this argument has been paralleled with deficit theories that work to present young people as disaffected, deficient and politically apathetic (Biesta, Lawy, & Kelly, 2009; Checkoway et al., 2003). Youth deficit theories also tend to emphasise public and political anxiety regarding how young people integrate within their communities. In this context, Hine and Wood (2009) suggest that on the one hand young people are to be listened to, engaged and encouraged to participate. On the other however, an institutionalized mistrust of their capacity to develop independently of intensive surveillance and support, has tightened the welfare net around young people. In New Zealand, acknowledgement of this has led to a reconsideration of how young people are being positioned in citizenship research, along with a shift away from adult-centric definitions in terms of what counts as active citizenship (Taylor, Smith, & Gollop, 2008; B. Wood, 2012b). This will be explored further in the next chapter.

It is no surprise that education has been tasked with the responsibility of shaping and preparing young people for their 'preferred futures' (Kelly, 2003) and internationally there have been varying approaches to delivering strategies aimed at achieving this. The 2009 International Association for the Evaluation of Educational Achievement (IEA) study of civic and citizenship education (ICCS) revealed that 20 of the 38 participating countries explicitly included a specific subject concerned with citizenship education in their curricula (Schulz, Ainley, Fraillon, Kerr, & Losito, 2010). Alternatively, many countries (including New Zealand) provided it through integrating relevant content into other subjects or aspects of the school, however very few had no provision for civic and citizenship education (Schulz et al., 2010). Overall, the school is still considered to be the primary social institution charged with transmitting and perpetuating the beliefs, values, dispositions, skills and behaviours associated with supporting and developing good citizenship (Boyask, McPhail, Kaur, & O'Connell, 2008; Fischman & Haas, 2012).

In New Zealand, despite citizenship education not existing as a separate learning area, the vision, values, principles and key competencies of the *New Zealand Curriculum* (Ministry of Education, 2007) can be seen as generalized and value-laden statements about what kinds of citizens the document intends to produce (Hipkins, 2005). The vision calls for young people who are “connected”, “actively involved”, “contributors to the well-being of New Zealand” and “international citizens” (Ministry of Education, 2007, p.8). Citizenship is further emphasised in the values section whereby “community and participation for the common good is associated with values and notions such as peace, citizenship and manaakitanga” (Ministry of Education, 2007, p. 10). The principles section, which outlines beliefs about what is desirable in school curriculum and should underpin all school decision making, also includes citizenship as one of the four significant future-focused issues. Furthermore, the key competencies lead students to “draw on knowledge, attitudes and values in ways that lead to action” (Ministry of Education, 2007, p.12). Managing self, participating and contributing and relating to others, are included as competencies required to “live, learn, work, and contribute as active members of their communities” (Ministry of Education, 2007, p.12).

Collectively, these fragmented references to citizenship seem to represent a growing international trend calling for a more participatory ‘active’ type of citizen. However, without an explicit citizenship education learning area or a clear definition of what active citizenship is to entail, schools are required to develop their own interpretations of what kinds of citizens the document intends, along with their own strategies on how to ‘shape’ their young people to align with these. The outcome of this is a lack of agreement amongst schools regarding which specific kind(s) of citizenship knowledge and competencies New Zealand students should be developing, along with what combinations of knowledge and experiences students might need in order to develop them (Bolstad, 2012).

Aims of the study

What methods, are schools in New Zealand using to pull together these fragmented notions of citizenship into coherent teaching and learning programmes, and more

importantly, what messages are our young people getting about what it means to be a ‘good’ citizen in such environments? This study presents one school’s attempts at implementing aspects of citizenship education through an extensive project-based learning programme they have named ‘impact projects’. The overall aim of this research is to explore the students’ experiences of citizenship education in this setting. In order to do this, three sub-questions are also proposed:

1. What is the role of the curriculum and school policies in shaping students’ experiences of citizenship education in a project-based learning setting?
2. In what ways do interactions with peers, teachers and the community influence students’ experiences of citizenship education in a project-based learning setting?
3. How are students’ perceptions of the ‘good’ citizen reflected in their projects?

Impact projects and the project-based learning model

This study took place in a recently established decile 10 senior secondary high school. In order to take account of key messages about educating students in the 21st century, a number of features at this school differ from the traditional secondary school model. The traditional classroom is non-existent and instead students work in large open plan learning spaces. Teachers’ workspaces are organised into interdisciplinary communities rather than subject department offices and on one day of the week the regular timetable is suspended and students carry out project-based learning in the form of ‘impact projects’. The school describes impact projects as:

highly structured project-based learning experiences... providing students with the opportunity to build on their specialist subject knowledge by making connections to real life situations, developing the key competencies and demonstrating initiative and enterprise (school curriculum plan¹).

Impact projects are of the students’ own choosing and design and as part of an effort to engage students in learning about their own learning, each impact project is also required to keep a reflection of their learning journey through the creation an e-portfolio. On completion, students must present the ‘product’ of their project along with evidence of their own learning to an audience in an engaging, authentic way.

¹ Due to the intended anonymity of the school in this study, from here on in, full reference details cannot be provided for any information gathered from the school website or documents

In this study the term project-based learning is broadly construed as a model that is based in the constructivist approach to education and that organizes learning around inter-disciplinary projects. Impact projects are considered to be a project-based learning approach to citizenship education because, while the school does not explicitly use the term ‘citizenship education’, an 'active' citizenship component still clearly underpins their structure. For example, the school describes involvement in impact projects as an “important opportunity for students to not only take control of their learning and follow their passions but also participate and contribute in the community” (school website). Contribution and connection to community have been made a key aspect of the school’s impact project approval criteria and students must explain how they intend to achieve this through a proposal process at the beginning of each project.

While it is difficult to ascertain exactly how many New Zealand schools extend such an approach to their curriculum, in my role as a practitioner working across a variety of secondary educational settings in New Zealand, I have begun to notice a rapid increase in this approach to teaching and learning. As well as a number of secondary schools implementing aspects of project-based learning into their separate learning areas, I am also aware of several other schools that have adopted this approach to such an extent that the traditional structure of the secondary timetable has also been re-conceptualised. Due to the rising popularity of this approach within New Zealand secondary schools, along with its significant links to citizenship education, I have come to view project-based learning an important context for educational research. Surprisingly, I was unable to locate any New Zealand literature that specifically explored citizenship education within an explicit project-based learning context. My intent is that this research may go some way towards filling this gap.

A conceptual framework - The ‘good’ citizen

In order to make sense of the contested and varying conceptions of citizenship in this study, I utilised Westheimer and Kahne’s (2004) framework of good citizenship. Upon reviewing the literature, this particular framework was chosen because it aligns

well with prominent theoretical perspectives in the area of citizenship education and it highlights important differences in the ways that people conceive of the ‘good’ citizen.

Drawing on democratic theory and data from their two-year study of educational programs in the United States, Westheimer and Kahne (2004) suggest three conceptions of the ‘good citizen’ underpin the varying approaches that schools take in educating for citizenship. These are:

- personally responsible citizens;
- participatory citizens;
- justice-oriented citizens.

The *personally responsible* citizen is seen as acting responsibly in his or her community and may occasionally lend a hand by engaging in established volunteer activities. Programmes which aim to develop this type of citizens emphasise integrity, self discipline and hard work. The *participatory* citizen however, participates more actively in the community and utilises their leadership skills to actually organise collective efforts. Participatory citizenship education would focus on training them to plan and participate in such efforts. Finally, the *justice-oriented* citizen is the perspective least commonly pursued by educators yet is more commonly called for in current citizenship education research (Biesta & Lawy, 2006; Kerr, Ireland, Lopes, & Craig, 2004). Westheimer and Kahne (2004) argue that by critically analysing the root causes of social problems and taking considered action, it is this type of citizen that has the potential to challenge injustice and improve society. As a consequence justice-oriented citizenship education programmes are less likely to focus on charity and volunteering as ends in themselves and more likely to prepare and encourage students to affect systematic change.

The main purpose for applying Westheimer and Kahne’s conceptual framework is to reveal the interlinking social, political and cultural influences that underpin each conception. It is by gaining an appreciation of how these influences may be embedded in pedagogical practices and student experiences that I can hopefully begin to understand the nature of citizenship education in this setting.

Personal perspective

As a previous secondary school teacher, middle manager, advisor, teacher educator and now researcher, my prior experiences have shaped my views on citizenship education and project-based learning. It is important early on in this study that I acknowledge my personal perspective in this area.

A few years ago I came across a letter that I had drafted as part of my application to Dunedin Teachers College in 1999. Hand written with lots of crossing out, scribbles and notes, I had tentatively composed a section responding to the question: What interests you in becoming a teacher?

My motivation to become a physical education teacher comes from the will to walk along-side young people during an exciting, turbulent and important stage of their lives. Over the past 4 years of study in a Bachelor of Physical Education degree I have learnt a massive amount about the technicalities of sport, exercise physiology, biomechanics, motor learning theory and physical activity - all of these important parts of the physical education curriculum. While these things interest me a lot, they are not the things that excite me most about teaching. I now see these things more as a valuable context to help students to be happy, caring, empowered and resilient people. As simple as that might sound, I believe working towards this type of goal is far more important than say perfecting a student's top spin on a tennis forehand or training them to run quickly around a grass track....

Before submitting this letter, I read it to my flat mates (also Bachelor of Physical Education students at the time) for some feedback. They confirmed my hesitations and advised me that it was too risky and probably not what the Dunedin Teachers College would be after. I took their advice and rewrote the section, focusing more on the technical and performativity aspects I enjoyed about physical education. Over the years I have read a lot of literature debating the 'purpose' of education. I have been interested in the seesawing that occurs, shifting the balance from education as a public good, to education as an economic tool aimed at producing a working population. My perspective on teaching in this environment had remained relatively unchanged until recently. I wanted to play a part in preparing young people to be 'good' citizens. I still had an appreciation of how important it was to prepare young people for the workforce, but more importantly I wanted to focus on helping young people to be good members of society.

I have now come to realize how complex and contested the notion of a ‘good’ citizen is. This study has forced me to consider the political and ideological interests that may be embedded in my conception of good citizenship and I now question the emphasis schools often place on the ‘personally responsible’ citizen. While I am not arguing that traits such as honesty, integrity and responsibility are not important, I also see that in order for there to be positive social change within our society, it is crucial that we support young people to critically assess our societal structures and seek out and address areas of injustice. As such, it is important to make clear early on in this paper that I align myself with critical, social ‘justice-oriented’ conceptions of citizenship.

Layout of the study

Following this introduction, *Chapter Two* of this study reviews the literature related to citizenship education and project-based learning. It sets the scene for this study in terms of providing a summary analysis and interpretation of the relevant theoretical, conceptual and research literature. The methodology, which is discussed in *Chapter Three*, describes my personal position as a researcher and explains my choice of qualitative research methods. Ten students and their teachers from a school which incorporates project-based learning as a core component of its curriculum were interviewed and observed. This along with an analysis of relevant curriculum and school policy documents led to a synthesizing of the structural, social and personal factors all associated with the student experience. As a result, *Chapter Four* provides a rich description of the findings to come from this process. The findings inform the discussion focused around tensions and possibilities detailed in *Chapter Five*. Finally *Chapter Six* concludes the study and provides suggestions for further research openings in this area.

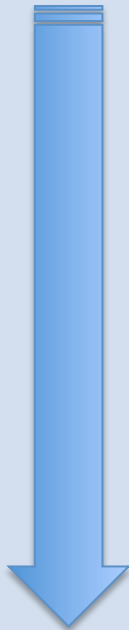
CHAPTER 2: LITERATURE REVIEW

The purpose of this literature review is to consider some of the key perspectives and debates surrounding citizenship education and project-based learning. In order to contextualize the research I have first provide an examination of the contested meanings and models of citizenship and citizenship education internationally. Next, I consider how these models fit within a New Zealand context before exploring the literature relating to the positioning and experiences of young people in citizenship education. Due to the increased popularity of its approach to citizenship education and its links to the ‘impact projects’ described in this study, I complete this literature review with an analysis on the place and potential of project-based learning.

Conceptions of citizenship

Despite an increased interest in citizenship education, commentators, researchers and practitioners have still not reached agreement on a definition of citizenship, nor a universally accepted approach to citizenship education. Citizenship has no essential or true meaning (Crick, 1999), is subject to a number of contextually specific interpretations (Fischman & Haas, 2012; B. Wood, 2012b) and is often referred to as a hotly contested concept (Lister, 2003; Smith, Lister, Middleton, & Cox, 2005). Such ambiguity means the term is open to a range of conflicting interpretations and is therefore not clearly understood (Nelson & Kerr, 2006). Fraser (2000) suggests that as a consequence of this we are often left with the incompatible interests and concerns of opposing interest groups all sheltering under the umbrella of citizenship education. This has significant ramifications on the way citizenship is taught and as such it is important to gain an understanding of how these conflicting interpretations of citizenship work their way into education. In order to compare and contrast the key citizenship models that emerged from this literature review, I have constructed the table below (Table 2.1).

Table 2.1: Conceptions of citizenship

McLaughlin (1992)	Gilbert (1996)	Gandin & Apple (2002)	Westheimer & Kahne (2004)	Banks (2008)	The NZ Curriculum (2007)
Minimal 	Citizenship as status	Thin democracy		Legal citizenship	
	Citizenship as identity			Minimal citizenship	
	Citizenship as the democratic ideal		Personally responsible		Key competency: <i>Managing Self</i>
	Citizenship as public practice				Vision: <i>connected, actively involved</i>
	Citizenship as participation		Participatory	Active citizenship	Key competencies: <i>participating and contributing and relating to others</i>
	Maximal		Thick democracy	Justice oriented	Transformative citizenship

As can be seen in Table 2.1, much of the ambiguity contained within the concept of citizenship can be mapped along a continuum of McLaughlin’s (1992) minimal and maximal interpretations of the notion. Minimal conceptions of citizenship are usually concerned with the formal status of an individual and their basic level of participation in a community. A citizen in this sense is a person who has civil status, does not break the law and may occasionally help out for a good cause. A minimal interpretation of citizenship would therefore view his or her responsibilities as primarily local and managing self (Kerr, 1999). In terms of education for citizenship, minimal interpretations would focus on the provision of information relating to the machinery and processes of government and voting. Gandin and Apple (2002) refer to this type of interpretation as taking on a ‘thin’ perspective of democracy. Carr (2008) suggests that educators operating from this position often over-emphasise the place of electoral processes and formal political structures as the central component of democratic education. This too can be seen in both Gilbert’s (1996) and Bank’s (2008) typologies of citizenship. Two of the four approaches outlined by Gilbert

closely aligned with minimal interpretations. These are citizenship as a status, citizenship as an identity, citizenship as a public practice and citizenship as participation. Similarly, Banks (2008) identified four related levels of citizenship: legal citizenship; minimal citizenship; active citizenship; and transformative citizenship. Again, the first two levels of each model do not really involve any meaningful participation in the political or social system other than voting.

Citizenship education will always reflect current conceptions of the “good citizen” as the ends towards which the curriculum is directed (Kennedy, 2007). In demonstrating this it is useful to return to the conceptual framework used for this study. Westheimer and Kahne’s (2004) conception of the personally responsible citizen is presented as the result of minimal notions of citizenship being embraced in education. This type of good citizen emphasizes individual character traits and behaviours relating to self-discipline, respect and hard work. A personally responsible citizen can therefore be seen to act responsibly in his or her community, obey the law and lend a hand in times of crisis. This might include activities such as donating blood, contributing to charity when asked or helping out a neighbour in need. The core assumptions underpinning the personally responsible conception of citizenship are that in order for society to function effectively, citizens must have good character, be honest, responsible and law abiding members of a community. Despite there being no doubt that these are valuable character traits for good citizens, the problem with educational programmes that emphasise individual character, is that they distract attention from analysis of the causes of social problems and the need for critical reflection and collective initiatives (Biesta & Lawy, 2006). While government leaders in a totalitarian regime would be thrilled with their young people demonstrating traits such as loyalty, self-discipline and obedience, these components can also hinder democratic participation and change. Upon closer analysis, the visions of obedience that are commonly associated with educating the personally responsible citizen can therefore be seen at odds with the kind of critical reflection and action that is required for a true democratic society (Westheimer and Kahne, 2004).

Minimal, thin and personally responsible conceptions of citizenship can also be seen as the primary role of citizenship education for nation states attempting to build a

patriotic identity and inculcate loyalty to the nation (Johnson & Morris, 2010). However, while these objectives may not have completely disappeared, citizenship education is now expected to achieve a far more complex set of purposes and outcomes. The ‘wicked’ problems and ‘unprecedented challenges’ of the 21st century outlined in the introduction of this study, have contributed to a shift in educational policy. This, along with an acknowledgement that collective strategies are more effective in solving some of these problems, has resulted in a number of contemporary scholars arguing for the adoption of a more *maximal* conception of citizenship education (Kerr et al., 2004).

Maximal interpretations of citizenship seek to actively include and involve all groups and interests in society (Kerr, 1999). Identity is seen as being deeper than the right to vote or possess a passport and is instead interpreted in social, cultural and psychological terms (McLaughlin, 1992). As such, maximal interpretations also give rise to the question of how social disadvantage can undermine citizenship, especially in a world where personal responsibility is valued so highly. In educational programmes which reflect maximal citizenship, students are not only expected to actively participate but to also critically analyse the decision making of society and work towards the empowerment of all citizens in a *thick* democracy (Gandin & Apple, 2002; McLaughlin, 1992). Banks (2002) refers to this as *transformative* citizenship and suggests that educationalists operating from this end of the continuum project a desire to prepare young people to live together in diverse societies and contribute to the promotion of social justice.

The intended result of maximal notions of citizenship being implemented in educational programmes is the development of what Westheimer and Kahne (2004) term the justice oriented citizen. Justice-oriented citizens actively seek to address social issues and injustices by critically analysing the interplay of social, economic and political forces (Westheimer & Kahne, 2004). They consider collective strategies for change and aim to address the root causes of problems. For example, if the personally responsible citizen is donating their money to charity, the justice-oriented citizen is instead questioning what it is about society that has resulted in particular groups requiring charity in the first place. They will then take action to change the

inequitable systems and structures that underpin this. In order to get students to this position, those involved in developing justice-oriented citizens would not impart a fixed set of truths regarding the structure of society and instead would be more likely to teach critical thinking skills and how to effect systematic change. As previously discussed in the introduction of this study, it is this type of citizenship that I suggest has the most potential to bring positive social change within our society.

Interestingly, a review of the research in New Zealand and internationally, indicates that maximal interpretations of citizenship and development of the justice-oriented citizen are the least likely perspective to be pursued in educational programmes (Bolstad, 2012; Iverson & James, 2010; Schulz et al., 2010).

In between the minimal and maximal extremes, Table 2.1 also presents the active and participatory conceptions of citizenship. These types of citizens are identified by their engagement and leadership in collective, community-based efforts. Programmes that attempt to create active, participatory citizens might still include some aspects of minimal citizenship conceptions, however, their primary aim is not only to inform but also to help students enhance their capacity to participate (Biesta & Lawy, 2006). Due to this difference, active and participatory citizenship education lends itself to a broader mixture of teaching and learning approaches than the minimal conceptions previously discussed. However, unlike justice-oriented citizens, Banks (2008) suggests that “the actions of active citizens are designed to support and maintain – but not to challenge – existing social and political structures” (p.136). Similarly, Westheimer and Kahne (2004) explain the core assumption underpinning the participatory citizen is that in order for social problems to be solved, citizens must actively participate and accept leadership positions within pre-existing community structures and organisations. For example where the previously discussed personally responsible citizen is donating money to charity, the participatory citizen is organizing and leading the collection. Importantly however, unlike the justice-oriented citizen, the participatory citizen is still not questioning the root cause of why groups in society require the charity in the first place.

Citizenship education in the New Zealand Curriculum

Humpage (2008) argues that compared to many countries New Zealand has a notoriously weak citizenship discourse and that there is little in the way of citizenship education. However, Mutch (2005) suggests that while citizenship may not exist as a separate subject within the curriculum, it still exists in a number of guises. I tend to agree with this suggestion. As discussed in the introduction of this study, the inclusion of *participating and contributing* as a key competency in the *New Zealand Curriculum* (2007) along with other fragmented references to active citizenship, indicate the document is calling for an active, *participatory* type citizen. It is no surprise then that findings from the ICCS study undertaken in 2009, indicate that teaching practice in New Zealand aligns most with the personally responsibility and participatory models of citizenship (Bolstad, 2011).

Some authors reflecting on New Zealand curricula also question whether the participation agenda falls more closely into line with a neoliberal ideology narrowly conceived as producing self-managing citizen workers, rather than the development of active leaders working towards community based efforts discussed above (Codd, 2005; Kidman, 2005). In this sense of active citizenship, young people's contribution is perceived to be reduced to their economic worth; viewing the student as human capital with marketable skills that can be later used by the state. Furthermore, Burrows (2005) suggests that the inclusion of *Managing self* as a key competency also evokes images of the 'individualism' discourses associated with neoliberalism. In order to explore this theme further and consider its relevance to this study, a small content analysis of the curriculum document will be conducted and presented further on in the findings chapter.

The positioning and experiences of young people in citizenship education

Over 60 years ago, T.H. Marshall, the celebrated author on citizenship and social policy, referred to young people as "citizens in the making" (Marshall, 1950, p.25). Underpinning this view was the assumption that citizenship is a status that is only achieved once a person has successfully traversed a specified trajectory (Lawy & Biesta, 2006). This perspective has been slow to shift and contemporary educational

policy documents and curricula still continue to refer to young people's citizenship as something to be prepared for and something to become. For example Karen Sewell, Secretary for Education when the *New Zealand Curriculum* (Ministry of Education, 2007) was released, states in her foreword that the curriculum is "a framework designed to ensure that all New Zealanders are *equipped* with the knowledge, competencies, and values they *will need to be* successful citizens in the twenty-first century" (Ministry of Education, 2007, p.4, emphasis my own). What appears to be ignored here is that citizenship is already enacted by those students who are the target of citizenship education – young people already practice citizenship in a variety of ways (Nicoll, Fejes, Olson, Dahlstedt, & Biesta, 2013). Further reference to young people's citizenship in the future tense is also evidenced in the curriculum by stating that "[t]he values and key competencies gain increasing significance for senior school students as they appreciate that these are the values and capabilities they *will need as adults* for successful living and working..." (Ministry of Education, 2007, p.42, emphasis my own). This statement hints at the developmental, trajectory view of citizenship education and again reflects that citizenship is prone to be viewed as an adult experience with young people in the position of being not yet citizens. The assumption is that young people lack the proper knowledge, skills, values and dispositions to be 'citizens now' and as such require educational interventions to develop their citizenship.

This type of positioning of young people is problematic in many ways. For example, Thorson (2012) argues that the way people understand themselves as citizens also has a significant impact on their perception of their rights and obligations and on whether they participate in society, in what form and why. Therefore, if young people perceive themselves as 'not yet citizens', it is unsurprising that some authors are suggesting that they have become increasingly disengaged from formal politics (A. Harris, Wyn, & Younes, 2010). The not yet citizen perspective of young people also fails to recognize that young peoples lives are already implicated in the wider social, economic, cultural and political aspects of society. In light of this, recent sociological theories of childhood now maintain that young people should be viewed as competent social actors in their own right, rather than passive recipients of socializing forces (Biesta, 2007; B. Wood, 2012b). However this view also contradicts the dominant

ideologies of Western childhood that tend to stress the vulnerability of young people and promote a sequential model of development (Ross, Munn, & Brown, 2007). Active citizenship in this context is therefore often deemed unsuitable for young people because of their perceived cognitive immaturity and limited understanding.

Despite the deficit perspective, a number of authors are now suggesting that while young people are disenchanted with traditional politics that they perceive to be unresponsive to their needs and interests, they still remain interested in social and political issues and seek to actively participate in society (Nicoll et al., 2013; Osler & Starkey, 2006; Tupper & Cappello, 2012; B. Wood, 2010). For example, in a study seeking the citizenship perspectives of 66 children in New Zealand, Taylor, Smith and Gallop (2008) confirmed that children as young as eight were able to meaningfully contribute to discussions about their rights and responsibilities as citizens and how they might have a say in society. Additionally, 14-year-old students were able to provide detailed, abstract and rich reflections of citizenship concepts. This research also suggests that young people in New Zealand wanted to participate more in community processes and that they actually see themselves as active agents in society, rather than just being acted upon by society. Bronwyn Wood has also written extensively on this in a New Zealand context and argues that educators need to move beyond adult-centric measures of citizenship and instead explore young people's sense of identification and participation within 'everyday' settings (B. Wood, 2012a; B. Wood, 2012b; B. Wood, 2013).

The place and potential of project-based learning

As discussed in the introduction of this study, project-based learning has been broadly construed as a model that is based in the constructivist approach to education and that organizes learning around inter-disciplinary projects. However, similar to citizenship education, project-based learning does not have a universally agreed upon definition. The main characteristics most commonly cited in the literature include reference to a constructivist approach to teaching and learning; a design intended to engage students in exploring complex, real life issues; the opportunity to work relatively autonomously over extended periods of time; and a culmination in realistic products

or presentations (Grant, 2011; Lam, Cheng, & Choy, 2010; Savery, 2006; Tamim & Grant, 2013). However, this diversity of defining features coupled with the lack of a universally accepted model or theory of project-based learning presents some problems for a literature review. For example Grant (2011) argues that the differences between instances of project-based learning may outweigh their similarities, making it difficult to construct generalisations about the effectiveness of the model. Also, there are similarities between models referred to as project-based learning and models referred to with other labels. For example problem-based learning is also referred to as a student-centred, inquiry-based approach to learning and is occasionally used interchangeably in the literature. On closer analysis, however, the key difference usually cited is that the project-based learning model's desired end goal is that of a 'product' (Savery, 2006), whereas in problem-based learning "the acquisition of new knowledge and the solution may be less important than the knowledge gained in obtaining it" (Prince & Felder, 2006, p. 130). To capture the uniqueness of project-based learning and as a way of screening out non-examples from this review, in this study I have utilised the five criteria outlined by Tamim and Grant (2013):

- Projects are central to the curriculum;
- Projects should be focused on issues, problems and concerns that drive the students to struggle with major concepts;
- Projects involve the students in constructivist investigation and are student driven;
- Projects work towards the development of a product and/or a presentation;
- Projects take place in authentic, real life settings.

In their design and implementation of impact projects the school in this study has also adopted all 5 of the above criteria.

As an instructional model, the literature reveals project-based learning can have several benefits on the learning process. Proponents of the method have lauded its emphasis on in-depth inter-disciplinary investigations over memorization of isolated subject knowledge (J. Harris & Katz, 2011). Worthy (2000) asserts project-based approaches improve students' self-direction and motivation for learning especially

when projects are personally relevant. Specific to the context of this study, Kaldi's (2008) small scale research project also revealed that participation in a project-based learning approach to citizenship strengthened social responsibility in the class and school as well as the community. Overall however, empirical research on the student perspective in project-based learning is very limited (Tamim & Grant, 2013) and Kaldi's (2008) study was the only piece of literature I found which explicitly linked project-based learning to citizenship education. I hope that this study will go some way in filling this gap.

While project-based learning is certainly not a new model in education, until recently in New Zealand it has appeared that primary, rather than secondary schools have more readily adopted its approach. It is possible that this may have been the result of past curriculum documents being segregated by subjects along with a previously narrow assessment framework which failed to recognize the importance of interdisciplinary learning. In this study, however, I suggest that the *New Zealand Curriculum* (Ministry of Education, 2007) lends itself well, if not encourages, a number of aspects relevant to a project-based learning approach to citizenship education. For example, the emphasis on teaching as inquiry coupled with the flexibility provided to schools to develop their own curriculum creates an effective framework for project-based learning. The principles, vision, values and key competencies all emphasise learners who are connected, adaptable and actively involved in real life settings – key criteria identified in a project-based learning approach. Along with this, the introductory paragraph to the learning areas section can also be seen as a shift away from the previously discussed segregated approach:

While the learning areas are presented as distinct, this should not limit the ways in which schools structure the learning experiences offered to students. All learning should make use of the natural connections that exist between learning areas and that link learning areas to the values and key competencies (Ministry of Education, p.16).

However, implementation of a project-based learning model also poses significant challenges to teachers and schools. For example, Tamim and Grant (2013) argue that some teachers struggle with the conflict that the approach brings to their deep-seated beliefs relating to the degree of balance needed between student control and teacher control over the activities. Thomas (2000) suggests that teachers initially tend to rely

on the transmission of knowledge approach and require time and support to transition towards the constructive approach of project-based learning. Moreover, Hertzog (2007) stated that teachers often had difficulty giving their students the time needed to develop their skills and were concerned about losing control over the topic, as well as the behaviour of the students. Consequently, despite the student agency afforded in project-based learning, it seems the teacher can still be regarded as one of the most important influences on the students' experience.

Summary of the literature

This literature review has revealed that the link between citizenship education and project-based learning can be the fact that both have a claim for learning through active student participation in real life, authentic settings. However, underpinning the goal of developing and supporting citizenship in young people is a number of conflicting interpretations and debates around what it means to be a 'good' citizen. An examination of these conceptions has revealed the important social, political and cultural discourses underpinning them. In New Zealand, the current curriculum document suggests that it is a personally responsible and participatory approach to citizenship that is most common and similar to international trends. It appears that the justice-oriented approach to citizenship education is almost non-existent. Overall, there is a paucity of research at the intersection of citizenship education and project-based learning. This raises important questions relating to the students experience, some of which I hope this study begins to address.

CHAPTER 3: METHODOLOGY

My focus in this chapter is to describe and justify the choice of research strategies I employed for my study of citizenship education in a project-based learning context. I begin by discussing the social constructionist framework that underlies my views regarding the nature of knowledge in this research. This discussion leads to a rationale for applying a qualitative research design and a case study approach. I then consider the use of document analysis, observations and semi-structured interviews as key research tools for my methodology and outline the steps in which I took to perform a data analysis. The strategies implemented to give the study credibility and rigour are also discussed at this point. Finally, as ethical issues directly relate to the integrity of a piece of research (Bryman, 2012), I complete this chapter with a discussion on how key ethical issues in this study have been addressed.

Selecting a methodology

Positioning of the researcher

My exploration of young people's participation in citizenship education draws from a social constructionist understanding of peoples interactions in the world. The key idea underpinning this framework is that understanding and meaning does not develop separately or innately within the individual, rather it is formed out of complex interactions and experiences with other human beings (Pring, 2005). Social constructionist researchers seek to understand the interactive processes through which reality and social order is constructed and maintained (Denzin & Lincoln, 2011). In this sense, social constructs such as the 'good' citizen and citizenship education can be seen as the by-products of countless human choices rather than generalised laws resulting from human judgement. The experiences that students have in citizenship education therefore do not occur in isolation and represent the shared understandings that take place relative to the conceptual framework through which the world is described and explained. With this in mind, the 'good' citizen can also be understood as simultaneously acting upon society, in the same way society acts upon the 'good' citizen.

Social constructionists argue that the world can only be understood in terms of subjective understandings and this is reflected through how people talk, write and interact (Denzin & Lincoln, 2000). Knowledge is considered as being actively constructed by each individual within a social context and therefore I present this research with the view that there is no such thing as objective research. Truth is considered as something that fluctuates depending on sociological changes. A key focus of this study is to uncover the ways in which a range of influences contribute to the students' experience of citizenship education. As such, my application of a subjective ontological position involved critiquing the notion that the 'good' citizen is simply 'there' for the taking. Alternatively I explore how participants actively construct, make sense of and perform their own notions of the 'good' citizen in a project-based learning context.

Understanding these processes involves getting inside the world of those generating them and therefore an interpretivist approach is a good fit. Interpretivism is an epistemological position that requires the researcher to grasp the subjective meaning of social action from the perspective of the individual (Bryman, 2012). In order to make sense of the complexities associated with shaping young people as 'good' citizens, an interrogation of 'common sense thinking' is also required. The adoption of Westheimer and Khane's (2004) conceptual framework enables me to systematically analyse the actions of students and teachers in order to arrive at understandings of how they create and maintain their social worlds. As discussed in the last chapter, the key aim of applying this conceptual framework with an interpretive approach, is that it allows me to reveal the interlinking social, political and cultural influences that underpin each conception of the good citizen. It is by gaining an appreciation of how these influences may be embedded in pedagogical practices and student experiences that I hope to make sense of the nature of citizenship education in this setting. In summary then, the interpretivist approach foregrounds the perspectives and experiences of those involved in citizenship education to be examined in depth and findings are 'created' by the interaction between investigator and participant (Guba & Lincoln, 1994).

Selecting a research design

Qualitative emergent design

The aim of this research pointed the way toward a qualitative research design. Qualitative methods enable researchers to gain an appreciation of the lived experiences of real people in real settings. The ‘messiness’ and intricacies of these settings can then be explored by using methods that directly engage with such complexity rather than disregard it (Delamont, 2002). Adoption of this approach also provides a rich insight into the subtle nuances of citizenship education and allows for the exploration of the unexpected that would not have been accommodated in a quantitative approach (Bryman, 2012; Kervin, Vialle, Herrington, & Okely, 2006).

It is also characteristic of qualitative research to adopt an emergent design (Creswell, 2012; Mutch, 2013). Such an approach relies on data collection based on the idea of ‘theory building’ rather than ‘theory testing’. In their seminal text on strategies for qualitative evaluation, Glaser and Strauss (1967) highlighted a frustration with traditional ‘grand theories’ that had little association with the settings studied and relied too much on the imposition of researcher values and preconceived theories. Instead they argue for an inductive approach to theory. An inductive approach allows research findings to emerge from the dominant or significant themes inherent in the raw data, without the restraints imposed by structured methodologies (Thomas, 2006). While adopting this approach can make the researcher feel like they are building the plane while flying it, without it, key themes might otherwise be left invisible due to theoretical preconceptions in the data collection and analysis stages (Bryman, 2012).

Case study design

A case study is an in-depth exploration of a bounded system based on extensive data collection (Creswell, 2012). In this study, the ‘case’ represents a group of students and teachers from one senior secondary school, bounded by their involvement in citizenship education through a project-based learning context. The literature review clearly highlighted that there are competing conceptions of what it means to be a ‘good’ citizen and therefore the factors and influences underpinning citizenship education are complex. A key advantage of this design is the richness of data that is generated within such complexity. A small-scale case study design enabled me to

make regular observations of the students and teachers behaviour, listen to and engage in conversations, interview participants and collect documents relating to citizenship education and project-based learning. Combined with a social constructionist approach, the case study design also enables me to recognise the complexity and ‘embeddedness’ of social truths (Cohen, Manion, & Morrison, 2011), in describing the lived reality of citizenship education as it plays out on the student.

Furthermore, the case study also blends a description of events with the analysis of them (Wallen & Fraenkel, 2013). With this in mind I have combined observations, interviews and document analysis through a common theme. The end product is intended to provide a unique and rich description of real people in real situations. Readers of case studies often find useful ideas within the detailed descriptions and analysis (Stake, 2000) and as such, I hope this study will prove useful for educators dealing with the complexities of citizenship education.

Selecting the research tools

Purposive sampling

In order to illuminate the citizenship experiences of young people, it is important to ensure that the participants chosen in the final sample enable me to perform a rich and in-depth analysis. For this reason participants were selected using purposive sampling techniques. Purposive sampling essentially involves the researcher hand picking the cases to be included in the sample based on their judgment of how well they suit the purpose of the study (Cohen et al., 2011).

Purposive sampling was employed in this study at three different stages. Firstly, the senior secondary school was identified because of the emphasis it placed on project-based learning. This was evidenced through the devotion of one full day per week to what the school termed *Impact Projects*. At this point, it is also important to acknowledge that I have previously taught at the school selected for this research. I was employed as a foundation staff member at the school and therefore have a good understanding of how impact projects emerged and what their initial aim and purpose was. Key ethical issues relating to this will be outlined in the final section of this chapter, however it should be noted that this study took place a number of years after I

had resigned my position to have a child and as such none of the students in this study were at the school during my term of employment.

Secondly, once the school was identified it was then important to select student participants who were involved in a range of different projects, which to some extent aligned with Westheimer and Kahne's (2004) conceptual framework of the 'good' citizen. In order to do this the deputy principal sent me a spread sheet outlining all impact projects proposed in the second round (the school held two rounds of impact projects each year). Ten projects, which provided a combination of mostly personally responsible, and participatory type projects, were identified and this was later reduced to six. Unfortunately none of the project proposals presented clearly aligned with the justice-oriented conception. Students were also selected purely in relation to the project that they were involved in and therefore I did not see the names of the students or even consider their personal backgrounds. As a consequence, the final sample of students did not include a range of genders or other demographic factors. While it is highly likely that these factors may have some level of influence on the students' experience, the size and scope of this project did not enable me to include this analysis. Overall ten students across six project groups were selected for the study. Not all of the students from each project were approached as some of these students were under the age of 16.

Finally the third stage of purposive sampling was carried out in order to select the teacher participants. While this study was focused on the students' experiences of citizenship education, in order to contextualize the data and allow for triangulation to occur, it was also important to include the teachers' perspectives. The teachers implement the curriculum and the school policy and therefore an understanding of how they do this is important to analysing the student experience. The supervising teachers (known as 'mentors') for each project were approached and all agreed to be involved in the study. As two of the teachers were mentors for two projects each, this totalled four teachers. On top of this, the deputy principal was also selected as she had the responsibility for impact projects as part of her management profile and would therefore be able to add depth and insight to the data collection process.

Table 3.1 provides an outline of the participants selected for this study. Pseudonyms have been assigned.

Table 3.1: Outline of Participants and projects

Project	Student Pseudonym	Teacher Pseudonym	Project Aim (as expressed by the students)
A	Melissa Sharon	Kat	To influence the decisions that people make towards their eating and drinking habits.
B	Rhiannon	Kat	To create relationships between primary school students and elderly rest home residents with dementia.
C	Jessie Sarah-Lee	Kerry	To support the learning of autistic children through implementation of an animal therapy programme.
D	Cate Brook	Tegan	To raise awareness of deaf and blind people in society.
E	Kyla Jenny	Tegan	To improve painting and design skills through the production of a mural for a UNESCO competition.
F	Michael	Rochelle	To promote the presence of the UN organization and youth events to other young people.
Deputy Principal	Madeline		

Semi-structured interviews

An interview is a conversation that has a structure and a purpose (Cohen et al., 2011). Kvale (1996) suggests that two contrasting metaphors of the interviewer – as a miner or as a traveller – can illustrate the implications of different theoretical understandings of interview research. In the *miner* metaphor knowledge is understood as buried metal and the interviewer is a miner who ‘reveals’ the valuable treasure. In contrast the alternative *traveller* metaphor understands the interviewer as a traveller on a journey that leads to a tale to be told upon returning home. The key difference can be seen in the representation of different concepts of knowledge formation. In a broad sense the miner metaphor does not align with my previously discussed social constructionist world view as it assumes that knowledge is ‘given’ and can be represented in a ‘true’ form. The traveller metaphor however allows me to wander along with the participants, asks questions that lead them to tell their own stories of their lived world and describe with them what is seen and heard in a qualitative manner.

The purpose of including semi-structured interviews in my study was to obtain rich descriptions of the participants' experiences of citizenship education in a project-based-learning context. In order to do this I needed some level of structure to ensure the data I was collecting would be relevant to my study. Therefore I developed an interview guide (see Appendix A) with open-ended questions and possible lines of probing from which to work. The use of semi-structured interviews within this study allowed for flexibility and a conversational approach to take place. Whilst, Bryman (2012) suggests that using the same questions between interviews helps to reduce researcher bias and subjectivity, a semi-structured format also meant that supplementary questions could be asked if the conversation led me to do so. In order to gain a perspective on how the students' experienced different stages of their four-month long projects, I aimed to interview each student three times. Semi-structured interviews were conducted two weeks after the students project proposal was approved, again towards the middle of the project and finally the last interview was held after the student had completed their final presentation. The teachers and deputy principal were interviewed once and this occurred in the middle stages of the project.

In order to create a sense of ease during the interviews I also gave the student participants the choice of being interviewed alone or with the other research participants in their project group. In addition to this, informal conversations with the students were conducted during observations. Questions during these interactions usually related to asking the student to expand on what I was seeing and hearing as they were working on their projects. Informal conversations enabled me to fill in any gaps I had noticed in the data as well as build a relationship with the participants. I did not audio record informal conversations however all participants agreed to have the semi-structured interviews recorded.

Observations

In order to provide a full and rich case study I also undertook observations of students in the research setting. Observations provide the researcher with the opportunity to gather live data, looking directly at what is taking place rather than relying on second hand accounts (Cohen et al., 2011). The purpose of including observations as a

method in my research is two fold. Firstly as Kervin (2006) suggests, what people do may differ from what they say they do. In this sense observation provides me with a way to corroborate data collected in the interviews. Secondly, as it was the aim of this study to analyse rich data related to the students experiences of citizenship education, the method of observation also enabled me to look afresh at every day behaviour that otherwise might have been taken for granted or gone unnoticed. In this sense, my observations of students working on their projects also sparked further questions I was able to include in my semi-structured interviews.

Document analysis

It became clear early on in my study, that the *New Zealand Curriculum* (Ministry of Education, 2007) along with specific school policies relating to citizenship and project-based learning, were key influences in the students' experience of citizenship education. In order to consider the underlying meaning of the 'active' citizen expressed within the curriculum document, I employed a small content analysis of the sections relating to this conception of citizenship. Blommaert (2005) suggests that language frequency can reveal certain meanings that may not be obvious at first glance and hierarchies within text can also serve to shape how value and importance is attached to certain words or phrases.

Along with an analysis of the curriculum document, I also sought permission from the school principal to access the school documentation relating to impact projects. Key documents utilized in this study included the impact project curriculum plan, teacher and student support material and all other documents relating to impact projects that had been uploaded to the schools website. An analysis of these documents, along with data collected from semi-structured interviews and observations, enabled me to consider how the policy related to citizenship education and project-based learning was played out in the research setting.

Undertaking data analysis

Thematic analysis

Over a period of four months I generated a lot of qualitative data, therefore, one of the first strategies in trying to make sense of it all was to organize it into a manageable form (Kervin et al., 2006). In order to do this I transcribed each interview and then copied and pasted it into a separate document for each project. Initially I just carefully read each individual transcript underlining any key ideas that interested me and briefly recording my first impressions. I found this to be a useful task to complete within a few days of each interview as occasionally this also led to me adding or removing questions for the subsequent interviews. Once I had all of the data organized, I then set about performing a thematic analysis (see Appendix B for an example of this).

Thematic analysis is a qualitative method used for identifying, analysing and reporting patterns and themes within data (Delamont, 2002). Unlike quantitative strategies, it takes its categories from the data and therefore is inductive in its approach. This method of analysis is not a linear process of moving from one phase to the next; rather it is a more recursive process in which movement is back and forth as needed throughout the phases (Braun & Clarke, 2006). Once I had gained an overall sense of what the data was beginning to reveal it was time to more formally start identifying categories and themes. Kervin et al. (2006) refer to this process as logico-inductive analysis, in which the researcher engages in thought and logic as they begin to reveal patterns in the data. Physically dividing the data into smaller units enabled me complete this process. I added a separate column to each transcript document and set about coding the data. Initially codes consisted of key words which summarized sections of the transcript. On completing the coding I then organized the data by codes that appeared frequently across the transcripts and codes that were different, unusual or surprising. This allowed the richness of the data to come through and enabled me to clearly identify the similarities and differences. I also used a constant comparative method to compare data with the literature to check that it appeared valid. Once I had completed this I looked to see what data did not fit into any of my emerging categories and decided if this was relevant in itself.

After I had generated a large list of codes, I then set about distilling these down into key categories that drew together all data relating to the student experience. Themes and key points became clear and these were cross-referenced with theories that appeared in the literature review. Careful analysis of these codes led to the emergence of three categories: structural influences, social influences and personal influences. The employment of these categories enabled me to negotiate my way round the ‘messiness’ of qualitative data by providing the structure for my findings and discussion chapter. A final analysis was conducted within and across these final categories until it was felt that I had adequately ‘saturated’ the data. At this point it became clear that three key tensions also emerged. These are outlined and discussed in Chapter Five.

Ensuring credibility and rigour

Throughout the process of data collection and analysis, I needed to ensure that my findings and interpretations were trustworthy and credible. In order to validate my findings I employed the following key strategies:

Triangulation

According to Creswell (2012) triangulation is the process of corroborating evidence from different individuals, types of data, or methods of data collection. In order to understand the student experience it was important to consider how the policy and the teachers’ interpretations of the policy had played out on the student. Triangulation in this sense enabled me to compare and contrast what the policy said, how the teachers interpreted the policy and how the teachers’ enactment of the policy influenced the students’ experience. As well as corroborating evidence from different types of data, I also triangulated different methods of data collection. As previously discussed, a combination of interviews and observations enabled me to compare what I was seeing to what had been said.

Member checking

After the interviews were conducted, I emailed participants with a summary of the discussion in order to check the accuracy of my account. I asked participants to clarify any inconsistencies that may have been recorded as well as encouraged them to

add any further detail that they felt may be relevant. All participants were invited to email me back within a three-week period if they wanted to make any changes. I also used this opportunity to remind participants that all transcripts were confidential and that they still had the opportunity to withdraw from the study if they wished to.

Reflexivity

Mutch (2013) suggests that reflexivity is about interrogating yourself and critically reflecting on your research decisions and actions. In order to ensure the validity of my research, it was important for me to continually question what was influencing the decisions I was making, as well as why I was interpreting the data in a particular way. I found the use of a research journal encouraged me to become reflexive and reflective. In this journal I recorded any thoughts and ideas that I was challenged with along the way. This often led to me drawing diagrams and concept maps which focused me back to the key aims of the study in a way that aligned with my theoretical stance.

Audit trail

An audit trail is a documented and thorough account of the methods, procedures and decision points in carrying out the study (Merriam, 2009). I used an audit trail to trace the emergent nature of this study. Recording the rationale for key decisions meant I was able to go critique my own research as part of an iterative cycle. During this process I referred to my research journal, logged and coded all data to ensure it could be traced back to the original data source and kept all official documentation in an organised folder.

Ensuring ethical sensitivity

According to Bryman (2012), ethical issues are nowadays more central to discussions about research than ever before. This growing awareness emphasizes the importance of recognizing the moral issues that may arise in the research process. This section outlines how I ensured that participants were treated fairly, sensitively and with respect.

Informed consent

Denscombe (2002), proposes that in order for ethical informed consent to take place:

- All pertinent aspects of what is to occur and might occur are disclosed to the participants;
- Participants must be able to comprehend this information.
- Participants are able to make rational judgments.
- The agreement to participate should be voluntary and free from coercion.

In consideration of this, I requested permission to carry out the study from the school's principal and Board of Trustees. Once approval had been gained, the deputy principal then assisted me to select and gain the consent of the student and teacher participants. As part of this process I composed Participant Information Sheets and Consent Forms (see Appendix C). All forms were approved by the University of Auckland Human Participants Ethics Committee, signed by the participants and kept in a locked filing cabinet². Participants were also informed of their right to withdraw from the study at any time or to decline involvement in specific parts of the study such as declining to answer certain questions.

Confidentiality and Anonymity

All participants were assured that audio recordings, transcripts and any other data collected in the research setting would remain confidential and would be stored in a locked cabinet or a password protected file. Participants were also assured via the Participant Information Sheets, that steps would be taken to protect their identity both during the research process and in the final research write up. In order to achieve this I kept the names of all participants confidential, assigned pseudonyms to each research participant and changed the name of the school. The principal did not request the school name to be changed however, and in early conversations with me stated that she was happy for the school to be identified. After careful consideration, I decided in order to protect the identity of the participants it would still require me to keep the name of the school confidential.

² Reference number 9369/2013

Transparency of the researcher's background

As referred to earlier in this chapter, it is important to consider how my previous involvement in the research setting might influence my practice and findings. While having previous 'insider' status does provide me with a good understanding of how impact projects were structured and what their initial aim and purpose of was, it is also important to be aware of the ethical challenges and tensions that can arise when researching in a familiar setting. In order to develop relationships of trust, it was important to reveal to the participants early on my study that I had previously been employed at the school. While recognition of this might enable the participants to appreciate that I had some background knowledge and therefore at times engage in the discussion at a greater depth, it is also important to be aware that participants may not communicate important information if they hold assumptions regarding the researchers knowledge or insight into the topic. Probing participants for further information, even when I thought I knew something, meant I was able to capture individual insights that may have gone unnoticed in such circumstances. It was also relevant to remind participants that this was not an evaluative study and my main aim was to understand the student experience.

Whilst I was not familiar with any of the students involved in this study, I did however previously work with three of the staff members, including the deputy principal. The notion of familiarity with these participants can be perceived as what Mercer (2007) describes as a double edge sword. On the one hand it is possible to develop rapport more quickly and also ask questions that I may not have considered if I was not familiar with the research setting. There is also a likelihood of increased access to the school if the researcher is known and trusted. On the other hand however, the researcher must take care that confidentiality, anonymity and respect for all participants is not compromised during informal, friendly conversations with teachers. For example, any questions the teachers asked relating to which students were involved in the study and what sort of things they were saying could not be answered. In these instances it was in the best interests of the participants to politely remind the teachers that all participants were anonymous and conversations I had with students were confidential.

CHAPTER 4: FINDINGS AND DISCUSSION

In this chapter I aim to provide a rich description of the significant findings that emerged from this study. In order to negotiate my way around the ‘messiness’ of the qualitative data discussed in the last chapter, I discuss the findings in three categories. These categories emerged from a constant comparative analysis of the data and together represent key influences on the students’ experience of citizenship education in a project based learning context. The categories are structural influences, social influences and personal influences. Further discussion of the tensions that emerged when looking within and across these categories will also be presented in the following chapter.

Structural influences

In the context of this study, structural influences included factors associated with the development, organisation and mechanics of planning and implementing impact projects. After a close analysis of the data, it became obvious that the *New Zealand Curriculum* (Ministry of Education, 2007) along with key structural criteria associated with the project-based learning approach, had a significant influence on the students’ experience. Whilst some of the findings relating to these factors may have primarily impacted upon the teachers’ perceptions and practice, it was the students who experienced the end result of this. As a consequence this data is relevant to the students’ experience and will also be included in this section.

Underpinned by The New Zealand Curriculum

The curriculum document provided the structural framework for the development of impact projects and it was widely referred to in interviews with both teachers and the deputy principal. In fact, when I asked Kat (teacher) to tell me what she understood by the term ‘good citizenship’, her response was: *“I feel like I need the curriculum to answer that, I really want to get out the NZ curriculum right now”*. Despite not including any specific reference to the curriculum document in my interview questions, three out of the five staff participants explicitly referred to it and all of them freely incorporated its terms and concepts in our discussions. The deputy principal further reinforced this link when I asked her to explain the key driving factors behind the emergence and development of impact projects: *“...one thing that motivated it was the work of the NZC [New Zealand*

Curriculum] and the key competencies, not just about managing self but that importance of feeling located and connected in the community” (Madeline). It is no surprise then that when I asked the teachers to describe the school’s perception of a good citizen, Rochelle (teacher) commented that most teachers would “...probably go back to the key competencies and say well they’re people who participate and contribute and know how to be good members of society”.

Interestingly, it was also aspects from the *participating and contributing* key competency that emerged most frequently from the data. This competency is about “being actively involved”, “includes a capacity to contribute, to make connections, and create opportunities for others” (Ministry of Education, 2007). As noted by Wood (2013), these types of references to citizenship in the curriculum represent a growing international trend calling for a more participatory ‘active’ type of citizen. In communicating their personal perceptions of the ‘good’ citizen it was also common for participants to focus on this characteristic. For example, when explaining the difference between a good citizen and an average citizen Kat (teacher) identified the key difference as being that “*the good citizen would take action*”. Similarly Rochelle (teacher) suggests that “*everybody’s a citizen but in order to be a good citizen you have to have an active component*”.

A small content analysis of the curriculum document also provided insight into how a particular conception of the active citizen has been presented for schools to adopt. For example, the statement that “New Zealand needs its young people to be skilled and educated, able to contribute fully to its well being, and able to meet the changing needs of the workplace and the economy” (Ministry of Education, 2007, p.42) suggests a relatively overt focus on education’s role in securing a prosperous economic future. This can be seen right across the curriculum and in fact the word “economy” is cited 19 times across 35 pages of text and is specifically referred to in five of the eight learning areas. Furthermore, the word “economy” is mentioned more times throughout the whole document than the terms, “equity”, “social justice”, “critical action” and “citizenship” combined. As such, it could be argued that active notions of citizenship can predominantly be conceived in the curriculum as valuing young people’s participation in society for their ability to compete and contribute to the global economies of the future. This interpretation

of citizenship hints at the neo-liberal discourse previously discussed in the literature review.

While it is difficult to establish how much influence neo-liberal notions of active citizenship may have had on the students' experiences, it is significant to note that students perceived a strong link between their involvement in impact projects and career development and job opportunities. For example, Kyla (Project E) states "*I think they are an excellent thing to have at schools because we can put them on our C.V.'s and say look we've had some experience in this area so we can get a better job*". Similarly when I asked Rhiannon (Project B) what it was that interested her in her project she replied "*I wanted to do something with a primary school because I thought I wanted to become a teacher*". Sharon (Project A) also stated that her choice of project was inspired by her desire to eventually work in the health sector and both Jessie and Sarah-Lee (Project C) informed me that they were interested in a career in psychology and hoped that their project would provide them with some insight towards this. The structure of impact projects also included the Gateway³ programme as "a form of impact project where students go to local businesses to gain work experience" (school website). This further reinforced the idea that impact projects were related to career development.

In summary then, the *New Zealand Curriculum* (Ministry of Education, 2007) was an important structural factor underpinning the development and implementation of impact projects within the school. In many cases, teacher and student explanations of 'good' citizenship were synonymous with the curriculum's conceptualization of the 'active' citizen. Interestingly however, closer analysis of the document revealed that the presentation of active citizenship in the curriculum had strong associations with economic contribution and career development. These factors were also identified in the data as a key incentive for students when choosing their impact project topics.

³ Gateway is a national work experience programme monitored by the Tertiary Education Commission. It aims to strengthen pathways for students from school to further training or employment.

A project based learning framework

In the introduction and literature review chapters of this study, I previously explained how a project-based learning approach underpinned the design and implementation of impact projects. For example the school describes impact projects as being:

...highly structured project based learning experiences... providing students with the opportunity to build on their specialist subject knowledge by making connections to real life situations, developing the key competencies and demonstrating initiative and enterprise (school curriculum plan).

As a result of project-based learning criteria being adopted, the school developed the following four guiding principles for the implementation of “successful” impact projects. In order for a student’s impact project proposal to be accepted they were required to explain how each of the following criteria would be achieved:

- Participating and contributing with the community
- Substantial learning beyond the classroom
- Student ownership and agency
- A quality product

(taken from the school’s impact project curriculum plan)

The data clearly emphasised the importance that the above structural criteria had on the students’ experience of citizenship education. I will therefore elaborate on the findings relating to each aspect.

Participating and contributing with the community

Due to recent changes to this criterion, the data indicated that the deputy principal, teachers and students all had inconsistent interpretations regarding what exactly was required here. The deputy principal, informed me that in order for students to be more able to focus on their passions and development of a product, the impact projects criteria was in the midst of being changed from students having to make a ‘contribution to’ the community, to only having to demonstrate a meaningful ‘connection with’ the community. For example, designing an online organisational system for a small business, in order to increase their profit, was explained to me as being a valid impact project as it required some form of connection with people outside of the school. These types of projects appeared to be quite a shift from earlier conceptions of impact projects and indicate a

structural shift in emphasis from a participatory approach to citizenship education to a personally responsible approach to citizenship education. When I inquired if students were still supported to make a contribution to the community, Madeline explained:

That would be the aspirational goal, that the students are making an impact in the community in a positive way but it was also something that held us back in terms that it restricted how people thought about how they might interact with the community, it made them think a lot along the lines of fundraising and charity work and we feel that our students have a lot more to offer (Madeline, deputy principal).

This significant change seemed to be driven by a feeling that the students' interpretations of contribution were too limited and therefore led to what Madeline perceived as “*low level, service type learning projects*”. When I probed her on why that might be, she explained that it was possibly related to the students' lack of connection with the world and the belief that students were making assumptions about what people want and need. She described this as “*a young way of being in the world and not knowing how to operate, or thinking that you have the answer and not knowing how to communicate or negotiate with people to test your ideas*” (Madeline, deputy principal). Similar to the teachers' views presented in Patterson, Dopen and Misco's (2012) study, this comment illustrates how Madeline perceives there to be a developmental and trajectory aspect to citizenship.

Notably however, while the teachers told me they were aware of this change in structure, the students in this study were not. All of them talked about their projects “having to” make a contribution in order to be approved and this was understandable considering most of the supporting impact project documentation still communicated this aspect as a required component. Two of the four teachers interviewed also suggested that the change in emphasis was a watering down of impact projects and all four teachers explained that they felt some level of ‘contribution’ should still be required. Overall then, despite the deputy principal outlining an important structural change to the impact project criteria, for the participants in this study, the aim of making a contribution to the community was in fact maintained.

The table on the next page (4.1) outlines the type of contributions each project aimed to make. Despite my attempts to select a variety of projects that would reflect the range of Westheimer and Kahne's (2004) conceptions of the good citizen, by the end of the study it was clear that all projects aligned mostly with either a *personally responsible* and

participatory approach to contributing. This finding is also in line with results reported on from the previously discussed ICCS study (Bolstad, 2012).

Table 4.1: Level of contribution for each project

Project	Aim	Type of Contribution
A	This project aimed to change students and teachers eating and drinking habits. Melissa and Sharon worked with the NZ Heart Foundation in attempting this, however, they did not question the root cause of unhealthy eating habits and decisions in the first place.	Participatory
B	Rhiannon aimed to improve the understanding and respect primary school students had for the elderly. This was not considered justice-oriented as there was no consideration of what it was about society that led to children’s misunderstandings and disrespect in the first place.	Participatory
C	Jessie and Sarah-Lee participated in a teacher designed animal therapy programme. Wider social questions regarding the treatment of people with disabilities in society did not seem to be considered.	Participatory
D	The students in this group set out to learn sign language and fundraise money for NZ blind and deaf associations. They also developed an organisation and website to increase awareness of blind and deaf communities.	Personally responsible/Participatory/
E	Both Kyla and Jenny were upfront throughout the interviews that the UNESCO mural competition was just a context for them to improve their own art skills.	Personally responsible
F	Michael intended to promote awareness of the UN youth programme within the school. His project also aimed at increasing young peoples global awareness through designing social networking sites and preparing a presentation to the school. Unfortunately however, the only task he completed was a personal photo diary of his trip.	Participatory/ Personally responsible

As the students perceived that they were required to make a contribution, I asked them how they felt about this aspect of the criteria. Interestingly the students expressed mixed views. On the one hand they perceived it as an opportunity to make a difference. For example, Jessie (Project C) talked about feeling empowered through helping autistic children in her project and noted that without impact project she probably would never had done anything like this. Similarly Mat (Project F), whose conception of the ‘good’ citizen aligned the closest to the *justice oriented* citizen, talked at depth about the opportunity impact projects offered students to take critical and considered action in society. On the other hand however, contributing to the community was perceived as being too challenging and at times became a real source of tension for them. For example Kyla, who was a member of the UNESCO mural painting group explained “*we did try to do something that was benefiting the community and we always got shut down...UNESCO was a fall back option if I’m honest*”. During my interviews and observations with Kyla

it became obvious that she was not engaged with her project topic and did not even know what UNESCO was or stood for. While at times she emphasized that she would like to be able to make a contribution to the community, she openly expressed her frustration at not knowing how to:

How can I offer what I have when I don't know any skills that I have? I'm kinda still like meddling along thinking why hasn't he texted me back – that's like my biggest problem in my life. Not like what's the latest war issue or something. How can you expect us to go out into the world and change it when we have no idea what to do, its like a huge bitchslap (Kyla, Project E)

Overall, the perception that impact projects had to make a meaningful contribution to the community was an obvious structural factor that influenced the students' choice of project and their subsequent experience. Both teachers and students discussed the benefits of this component despite it being de-emphasised in recent school impact project policy.

Substantial learning beyond the classroom

Whether it was to 'connect' or 'contribute', the impact project criteria still required students to engage in authentic real life settings. This meant students were actively encouraged to go out into the community on impact project days and develop relationships with people other than their peers and teachers. This type of learning was presented to the students as an important opportunity for them to deepen their specialist subject understanding and go beyond what was offered in the school curriculum. The school also perceived authentic learning opportunities as a way of recognizing students as 'citizens now'. For example, Kat summed this up when explaining what she perceived the key aim of impact projects to be: "*for them to take their learning outside of just the classroom, to get them participating, they don't have to wait until they leave school to actually make a change*" (Kat, teacher). Similarly, Madeline strongly expressed the importance of tailoring the learning environment to recognize young people's status as 'citizens now':

We wanted our students to be good citizens in the world but not just when they left school, and I think this is a big turning point for me, is that a lot of the statements that I have worked with are about when they leave school...its not going to suddenly happen when they leave school, you actually have to give students the opportunity to grow those networks well in advance and actually if they fall over, and that happens a lot, then we can help with the structures we have to pick them up (Madeline, deputy principal)

Data collected from students also revealed a strong appreciation for real life learning opportunities along with an increased recognition of their status: *“In school we do learn about good citizenship and what it is especially in health, but we don’t get to go out in the community and actually be a good citizen, whereas in impact projects you do”* (Rhiannon, Project A). In general both teachers and students perceived authentic learning as a positive and imperative component of a successful impact project experience.

Student ownership and agency

In general terms, student agency refers to the increased ability that students have to take charge of their own learning (Fielding, 2004). Madeline regarded this to be a *“non-negotiable component of impact projects”* and like Wallace and Ewald (2000) she emphasised that for learning to occur students needed the ability to choose projects that had personal relevance for them. Some of the students appreciated the opportunities they had to direct their own learning. For example, Jenny explained *“it’s teaching us to learn skills ourselves, we’re leading our own learning and everyone learns differently. Impact projects recognize this”* (Jenny, Project E). Similarly Sharon expressed support for the way the school *“encourage(s) you to make sure that you are learning something too and that’s a good thing cos you don’t just want to be doing something you already know”* (Sharon, Project B).

Interestingly however, the data also indicates that increased student agency may have also contributed to varying levels of tension and frustration experienced by both students and teachers. For example six of the ten students indicated difficulties in choosing a topic for their project. Kyla’s comments below indicate the perceived challenges she faced in identifying her own strengths and skills in order to choose a relevant impact project, particularly when she felt it had to contribute to the community:

It’s very hard to identify a skill that you could do to benefit a community, I’m not particularly good at anything. It’s really hard to identify things that not only will you enjoy doing but it makes it a whole different thing when you realize its not just for you, its very difficult (Kyla, Project E).

Teachers also seemed to grapple with the balance between too much structure and guidance for students in some instances and not enough in others. Rochelle suggested that just deciding on a topic often relied so heavily on a student’s cognitive capacity that they

ended up with no energy left to actually do it. Both Rochelle and Tegan (teachers) made the suggestion that in order to learn the skills required for future projects, all students should start the year with a heavily guided mini project that they have very little choice over. On the other hand, teachers talked about there been too much paperwork surrounding impact projects after a lack of direction was identified as a cause of failed projects in the past. Tegan suggests that a lot of students struggle with knowing where to head in their impact projects but she also suggested that *“it’s the structures that kill it for a lot of them too. It’s a catch 22. I’ve seen a lot of kids come in with a massive passion and its been killed by structures like e-portfolios”*. However, Rochelle notes that many of the issues relating to the students involvement in impact projects were caused by *“an architectural problem not a paperwork problem”*.

A quality ‘product’

The student’s impact project booklet describes a quality product as something that:

...meets the aim of your project and involves something your are interested in and/or passionate about. A quality product will be useful and provide a solution to a need your group has identified. It will be useful after the term of the project.

In order to have their impact projects approved, students were required to explain how their learning journey would result in some form of product. While Bell (2010) contends that in a project-based learning approach the process should be driven by the creation of a product, Rochelle (teacher) suggests that it is because of this that impact projects were bias towards a *personally responsible* or *participatory* type approach. She explained that it was the projects that produced *“levitating magnetic trains, musical performances and tangible things that were more likely to be selected to be displayed at the schools impact project excellence evenings”*.

The table on the next page indicates descriptions of each group’s product. These have been taken from the students’ e-portfolios.

Table 4.2 Project products

Project	Product
A	A stall and healthy eating event on the sugar in fizzy drinks and the effects they have on the heart.
B	A connection between the two generations and hopefully make it more easier for kids to approach the elderly in the community.
C	An informed scientific report that includes the researched information we have collected last semester and a record of our animal therapy programme, reflecting the result and evaluating our overall investigation.
D	A Tumblr Page, a facebook Page, a fundraiser that raises awareness in the community and a book on sign language and braille.
E	A canvas of art representing the school and UNESCO
F	A photo diary, a website and/or tumblr blog which will post updates on the Pacific Islands, especially Vanuatu and a presentation to the school on my experience in the Youth UN.

The deputy principal described the development of a product as one of the key foundations for successful impact projects: *“there has to be some kind of product because students often had failure when it was just some kind of service or an event that they were organizing”* (Madeline, deputy principal). This comment suggests that due to the absence of a ‘product’ being produced, service-learning type activities were perceived as a poor project choice. Most of the students in this study, however, were involved in these types of projects and it was therefore interesting to see how they negotiated their way around the product criteria. As can be seen in the table above, students in projects D and F focused on creating websites and aimed to produce social networking material in order to spread awareness, while the students in project C set out to produce a scientific report. It is also significant to note that rather than aiming to produce a physical product, Rhiannon (Project B) described her product as the creation of a *“connection”* between people. Notably, in the cases of projects C, E and F, the final products were not completed.

The requirement to complete a product also affected the way some teachers guided their students through their projects. For example, Rochelle talked about feeling like she had to reduce the objectives Mat (Project F) had set for himself in order for him to focus more time on having a quality product to show at the final presentation. This resulted in him spending less time on the ‘big picture’ learning and more time on the technical aspects of website and blog development, however as indicated earlier, in the end he never actually completed any of these products. Other teachers were not so concerned about the completion of a final product and in some cases did not even appear to follow up incomplete products with their students.

Social influences

Social influences were the second category found to affect the students' experiences of citizenship education in this study. The key social influences that emerged from the data analysis process were the interactions and relationships that students had with teachers, peers and the community. In this section I will describe the rich data relating to each.

Interactions and relationships with teachers

During my observations at the school it appeared that the students had open, respectful and informal relationships with their mentoring teachers. This was seen in the casual way students and teachers talked to one another and the way students called teachers by their first name. Rhiannon informed me *“it's easy to talk to the teachers here”* and Sharon explained *“we have a pretty good connection with our teachers anyway because of the school. [Kat] is more a friend for us than she is a teacher”*. All of the students in this study looked at ease and happy with their mentoring teachers and it became obvious that students maintained a large amount of independence throughout their projects. When I asked the students to explain to me what they perceived the role of their mentoring teacher to be, most of them talked about teachers helping them to choose their topics, ‘checking up’ on their progress and referring them to information or experts in the community that might support their project. In general this aligned with what I observed. Once the student's proposal had been approved, the teacher's role appeared to be very much a logistical one.

In explaining their own roles as impact project mentors, the teachers also focused on logistical components and all except Rochelle failed to emphasise any links to the broader aspects of citizenship education. Most spoke at length about the importance of helping students to choose a project that would fit the school criteria, assisting them to stay on task and organize their time and ensuring that their e-portfolios were up to date. When I specifically asked Kat if she believed development and support good citizenship was ‘core business’ for an impact project mentor she responded:

No I don't think teachers plan for it, it's like a delightful accident. I can see some stuff in my student's projects that relate to good citizenship but I don't think I have planned specifically for that to happen... I'm not really having explicit conversations...it's not something that's a clear criteria for the mentors and for the students (Kat, teacher).

Similarly despite Kerry telling me that one of the main reasons she wanted to teach at the school was the opportunity to be involved in community projects and “...*get kids to think outside of themselves a bit*”, she described the main role of the teacher as “...*giving ideas at the start...keeping an eye out and offering help and suggestions rather than trying to control and push it. Just really being there to support it*” (Kerry, teacher). Madeline explained that “*going to a different level is actually looking at those moral questions but I don't think we do that...*(Madeline, deputy principal)”. She also identified that the scope of what some students had chosen to do, coupled with the type of support they were getting from their mentoring teachers, did not always allow them to get to the *justice-oriented* levels of citizenship. While Madeline recognised this as an opportunity lost, she also acknowledged that the school was having difficulty facilitating and supporting these types of opportunities:

I think that always these things [justice-oriented notions of citizenship] are relevant, I think of them as the high moral purpose behind the projects... personally whenever you have an opportunity to widen someone's perspective in the ways they haven't thought before then it's an opportunity lost, but I'm not sure how we would get a consistency of that kind of thinking through the staff (Madeline, deputy principal).

It was unsurprising then that when I asked the students if they felt that teachers in general were focused on supporting and developing good citizenship, Sharon (Project A) commented: “*I think they do think about it but it's not their main idea, I think it's more just about giving you information in the subjects so you can get a good mark in the assessments or do a good presentation.*”

Rochelle was the only teacher who explicitly discussed a citizenship component to the mentor's role. She was heavily involved in humanitarian type groups within the school and had recently led the school in becoming a member of the UNESCO Associated Schools Project Network (ASPnet). She often discussed her motivation towards getting students to the next level of citizenship, one in which they challenge the root causes of problems. Interestingly however she reflected that:

A lot of the material is not accessible to them. Partly it's the fault of people like me when I start waxing lyrical about issues that are relevant to good citizenship then I get all high brow and use big words that naturally relate more to the ones who are already there (Rochelle, teacher).

As discussed previously however, an emphasis on the creation of a final product also influenced the way teachers interacted with the students. Rochelle clearly identified that despite her personal interest in *justice-oriented* citizenship education, the emphasis on product completion often led her to focus on the more logistical aspects of Michael's project. Michael also seemed to be aware that Rochelle was doing this. He explained to me that he could sometimes be a "*big dreamer*" and "*idealist*" when it came to world issues and therefore the role of his mentoring teacher was to "bring me back to ground".

In summary, it was clear that most of the students had open and respectful relationships with their mentoring teachers. While in general this appeared to have a positive effect on the students experience, it was significant to note that in their interactions with students, the teachers often prioritised logistical factors and emphasised personally responsible and participatory notions of citizenship. Interactions with students that explicitly aimed to portray a more justice oriented conception appeared to be almost non-existent in this study.

Interactions and relationships with peers

Four of the six groups in this study made the decision to work on impact projects with their friends. Some teachers expressed concern at the effect that working with friends had on the outcome of a project. For example, Tegan commented that working with friends was a key consideration in the students' process of choosing their impact projects and this was problematic because it often meant they only ended up working with people who had similar views and beliefs to their own:

It is a problem because they are not learning to get on with other people that might not agree with them. Part of this problem is also that they don't necessarily share the same passions and therefore some of them end up compromising on what they want to do and that leads to them lacking motivation (Tegan, teacher).

In contrast to this, one teacher suggested that working with peers could often have a positive influence when it came to citizenship education. For example, when I asked Rochelle if she had noticed any students' transition to a justice-oriented type approach in impact projects, she stated:

Yes, and it was largely peer driven...there were three girls in a group, one was a UNICEF ambassador and she dragged along two of her mates. Because they were doing something that was very specific and were being led by their friend, they ended up engaging with the issues relating to poverty at quite a deep level (Rochelle, teacher).

Similarly, the students themselves also identified the potential that their peers had in influencing their citizenship behaviour in a positive way. For example, Cate acknowledged that if Brooke had not convinced her to join Project D she would not have been aware of some of the important issues that people with disabilities in New Zealand face. Cate respected Brooke's morals and values and looked up to her for the way she put these into action:

Brooke cares so much about other people and not just to make herself look good, she's one of those people who love helping people, they put in so much effort, not just a couple of hours here or there, they devote their lives to it. Brooke is an outstanding good citizen (Cate, Project D).

Overall, while there were some limitations and difficulties associated with students being able to choose their own impact project groups, working with their peers also taught the students valuable lessons. In some cases this even resulted in a shift towards broader and more complex understandings of citizenship. This finding appears to align with Harris, Wyn and Youne's (2007) investigation of young peoples attitudes towards citizenship education. In their study, the authors revealed the critical importance of friends is often overlooked by educators but is perhaps an unrecognised resource for the development and support of young peoples citizenship.

Interactions and relationships with the community

While interactions and relationships with the community emerged as a key influencing factor on the students' experience, it should be noted that I did not have the opportunity to observe students interacting with the community first hand. As a result, the data discussed in this section was gathered through the student and teacher interviews.

As previously discussed, connecting with and contributing to the community were communicated as important goals of impact projects. For the students in this study, interactions with the community were in many cases perceived by the students as positive experiences, especially when they had the opportunity to develop on going relationships.

For example, in aiming to strengthen relationships between young children and the elderly, Rhiannon (Project B) described to me in detail the positive experiences she had with a number of people outside of her school. The project involved her facilitating regular meetings with teachers and students from the local primary school and staff and residents at a local rest home. Initially, however, she described the interactions to be quite daunting. She talked about not knowing anyone with dementia and therefore feeling unprepared about what she was getting in to. In the early stages of the project Rhiannon also held the perception that the primary teacher involved did not have confidence in her abilities to facilitate the programme. By the end of the programme Rhiannon was confident she had proven her abilities to make a difference. She was much more self-assured in our conversations and when I mentioned I had noticed this difference in her she explained that she felt it was due to the respect she was gaining from everyone involved in her project:

I think at the start Pam [the primary school teacher] was weary of me and that's why she kept me on a close reign to start with, but then she started to trust me and let me go but I always had her support, it just kinda happened. I didn't really even expect to be able to do this all myself (Rhiannon, Project B).

Notably, Rhiannon often referred to the support that Pam and the diversional therapist at the rest home provided her. They both provided her with written reflections after each session and these were discussed back at school with her mentor Kat who was also regularly in contact with Pam. In general, it appeared that the students who were involved in supported and on-going interactions with community members were more likely to describe positive experiences. For example, along with Rhiannon, the students in Projects A and D were also quite heavily supported in their relationships with people outside of the school and they too described positive experiences. Jessie and Sarah Lee (Project D) informed me that their teacher mentor (Kerry) worked closely with them to establish the relationship with the school they were working in. Melissa and Sharon (Project A) also explained that their teacher mentor (Kat) referred them to the New Zealand Heart Foundation for expert help and also made them practice the phone call with her before they made contact. Despite the level of support that occurred here, when asked what the best thing about being involved in impact projects was, these students also identified feeling like they were being treated as adults in the community along with a realisation that they had the ability to make a difference in people's lives.

In contrast to this, the interactions that students in project E had with the community did not appear to be as successful. Kyla and Jenny (Project E) both talked about their UNESCO mural project being a 'fall back' option after an earlier project that aimed to design art for patients at an eating disorder clinic had failed to advance. Kyla explained that she had phoned the clinic and requested to interview patients in order to find out what sort of art they might appreciate receiving. The clinic informed Kyla that due to privacy issues they could not allow the group to have contact with the patients. Kyla explained *"they were very rude, they pretty much said we don't want your art but sell it on trade me and give us your money. It was all very disheartening"*. The students informed me that although their mentor was aware that they were contacting the clinic she did not specifically meet with them before the phone call to discuss the aim of their project or the approach that they were intending to take.

Michael (Project F) also encountered issues when dealing with community organisations. After a positive experience on a United Nations Youth trip to Vanuatu, Michael was inspired to build awareness of the Pacific Project within the school as well as produce social networking resources aimed at educating young people about global issues. As discussed earlier, Michael did not complete his project and talked about a lack of motivation he experienced in the last few weeks. When I asked him what factors might have contributed to this outcome, he identified working alone and issues with UN Youth New Zealand approving his material to go on their website: *"It had to be approved or something, it got really complicated though so I thought that maybe it wouldn't be the best thing and didn't bother"* (Michael, Project F). Unlike projects A and D but similar to the students in project E, Michael informed me that he did not seek support from his mentor in communicating with outside organisations. Interestingly the students in projects E and F all felt they had been 'shut down' in their initial attempts to contribute to the community and both identified this as a key reason for not completing their projects. Research conducted by Westheimer (2011) also revealed that when young people have negative experiences with community agencies they are often left feeling powerless and dispirited.

In general then it appeared that the students who received more structured guidance in establishing relationships with their community stakeholders, were more likely to feel empowered to make a meaningful contribution with their impact projects. In contrast, the

students who did not receive this type of support often became overwhelmed when things did not go the way they had hoped and in some cases this led to them giving up on aspects of their project altogether.

Personal influences

Data relating to personal factors also emerged as relevant influences in the students' experience of citizenship education. A shared perception by both students and teachers was that students came to impact projects with varying levels of 'readiness' for citizenship and this could often be determined by the 'type' of person the student was. A comparison of each student's personal conception of good citizenship with the type of contribution they aimed to make with their project will also be considered in this section.

Good citizenship is developmental

Early on in this study it became clear that both students and teachers perceived that good citizenship and the ability to participate in impact projects was developmental. Participants often used the words "age" and "stage" when discussing citizenship and impact projects. For example, Sarah-Lee, Sharon and Jenny all suggested that impact projects were more suited to the Year 13 students as by that age they would be ready for the level of independence required and would also be better equipped to make a good contribution. Interestingly, when I asked the students to describe a 'good' citizen to me, both Kyla and Cate queried if I meant an adult or student citizen. They explained the difference was that 'good students' go to school and go about their days without causing trouble for anyone, however 'good adults' should help others and contribute. Similarly, Kyla perceived that "*meddling along*" and a pre-occupation with self was a natural part of being a teenager. She suggested that caring about the "*latest war issue or something*" was just not on her radar yet. At the same time, however, Kyla, like most other students in this study, also identified being treated like adults as one of the major strengths of impact projects.

Teachers likewise spoke at length about the developmental nature of citizenship. For example Rochelle, the only teacher familiar with Westheimer and Kahne's (2004) conceptual framework, questioned if there might be a "hierarchy of needs" to be met before students could progress past *personally responsible* citizenship:

I wonder...do they need to have a certain level of academic achievement, do they need certain conditions met, do they need to have come from a home situation where there are people that think about their base needs first...in general I find that the students that think about the root causes of things are the academically high achieving students (Rochelle, teacher).

Madeline described a tendency for students to make assumptions about people's needs in impact projects as *"a young way of being in the world and not knowing how to operate..."*. She also described the motivation to contribute as being developmental for one student:

Some people come to it as a developmental thing you know they have satisfied everything personally ...and now he's really beginning to give up his time and effort to make a real contribution to something else and maybe it will be the next step for him that he sees how this all happens on a bigger scale and how decisions are made in society...(Madeline, deputy principal).

Good citizenship is dispositional

Nearly all participants perceived that personality, temperament and character were important influencing factors on the students' experience of impact projects. While this view is also reflected in the research (for example see: Biesta et al., 2009; A. Harris et al., 2010), the interesting thing to note in this case, was that when discussing these factors, students and teachers often discussed good citizenship as if it was something innate that students either had 'in' them or did not. For example, in explaining a student's potential to contribute to society, Kerry (teacher) suggests *"I think kids either have it or they don't"*. Similarly Cate (Project D) notes *"If you're not that sort of person impact projects is not gonna do anything for you to make you contribute"*.

Rochelle (teacher) explained that often the students who did not experience success in impact projects *"don't have an internal locus of control, they let things happen to them, they're not taking the reins of their own life"*. As a result of this, she also informed me, these students often engaged in impact projects in a very superficial way. Interestingly however, this was not necessarily perceived to be problematic: *"Maybe the world has enough problem solvers but not enough problem framers...people with technical skills need to get more involved in framing problems and that's where I would like to push them too"*. In general these 'type' of students was usually described in direct contrast to students like Brooke who informed me *"I'm very much a volunteering sort of person...I like helping the community, I did over 90 hours of community service last year"*.

Madeline (deputy principal) was also upfront in her suggestions that good citizenship might be dispositional. When describing a student who was involved in a project which aimed to support young people with mental health issues she explained: “...*but she’s probably got that disposition though, she’s probably always looked out for other people and wanted to make a difference beyond herself*”.

Personal conceptions of the good citizen

Details outlining the type of contribution each project aimed to make have already been presented in the *Structural Influences* section of this report (Table 4.1). However, it is also significant to note from the table below, that in some cases the students’ personal conceptions of citizenship did not necessarily align with the type of contribution their project made.

Table 4.3: Student conceptions and definitions of citizenship

Project	Type of Contribution (taken from table 4.1)	Personal conception of citizenship
A	Participatory	Melissa: Personally Responsible Summed up a good citizen as someone who “ <i>works really hard</i> ”, “ <i>volunteers at hospice</i> ” and “ <i>is kind</i> ”. Sharon: Participatory Agreed with the above, however, also emphasized active and leadership components – being “ <i>inspirational</i> ”.
B	Participatory	Rhiannon: Participatory Rhiannon’s definition of the good citizen focused on an active component – “ <i>sacrificing their own time and resources to make life better for others</i> ”. She also discussed the importance of showing initiative in the community.
C	Participatory	Jessie: Personally Responsible A focus on kindness was the defining feature. This was communicated in terms of helping people out when they need it. Sarah-Lee: Justice-Oriented Sarah Lee talked at length about good citizens recognizing the prejudice and inequities that exist in society and taking action against them.
D	Personally responsible/ Participatory	Cate: Personally Responsible Emphasised not neglecting personal responsibilities and volunteering where possible. Brook: Participatory Discussed “ <i>working hard</i> ” but also emphasised helping out with the skills you have.
E	Personally responsible	Kyla: Participatory

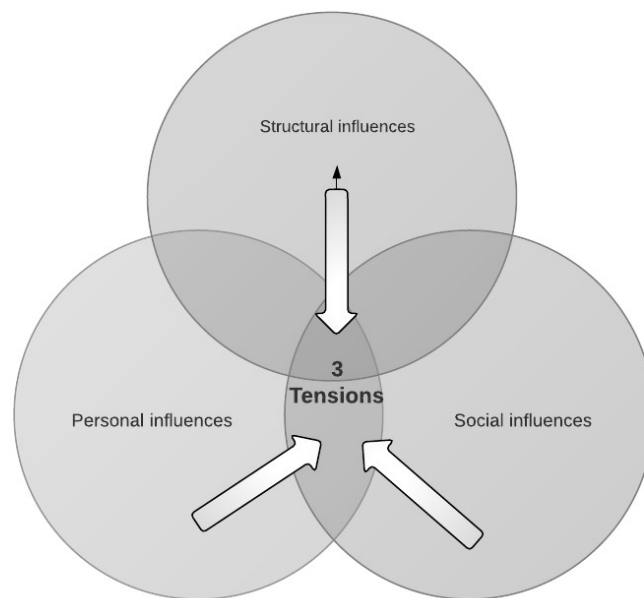
		<p>Kyla emphasized importance of contributing on a “<i>bigger scale, bigger picture</i>” and emphasised an active component to citizenship.</p> <p>Jenny: Personally Responsible Definition focused on someone who “<i>doesn't get in trouble with the law</i>” and “<i>donates to charity</i>”.</p>
F	Participatory/ Personally responsible	<p>Michael: Justice Oriented Michael emphasized that critical thinking and analysis of societies problems were significant citizenship qualities. Michael did not believe there was such a thing as a ‘bad’ citizen and rather suggested some citizens “<i>might lack social maturity due to societal circumstances</i>”. He also suggested the phrase “<i>think global, act local</i>” was important to good citizenship.</p>

In utilising Westheimer and Kahne’s (2004) conceptual framework as a continuum of good citizenship, Melissa, Jessie, Kate and Brook were all identified as contributing to the community at a higher level than their own conception of the good citizen. Interestingly however, the projects that Sarah-Lee, Kyla and Michael were involved in contributed to the community at a lower level than their personal conceptions of the good citizen. The significance of this finding will be discussed in the following chapter.

CHAPTER 5: CONCLUSION AND RECOMMENDATIONS

This study found that the students' experience of citizenship education was dependent on the interplay between the structural, social and personal influences presented in the last chapter. In considering the synthesis of these categories, three significant tensions emerged (see Figure 5.1). Overall, it appeared that these tensions strongly inhibited the development of justice-oriented citizenship at the school in this study. The tensions were: the perceived citizenship status of the students; the requirement to develop a quality product; and the pedagogical practices of the teachers.

Figure 5.1: Emerging tensions



In this concluding chapter I will discuss the significance of the above tensions in relation to the relevant literature. In order to provide future recommendations, I will also consider the potential and possibilities of shifting students to a more justice-oriented approach to citizenship.

Tension one: The perceived status of the students

It's a young way of being in the world and not knowing how to operate, or thinking that you have the answer and not knowing how to communicate
(Madeline, deputy principal)

The question of young people's status as citizens is important because it affects how they are viewed and treated, how educational policy and programmes are developed and how young people feel about themselves and their value in society (Smith et al., 2005). In light of this, it has been common for schools to apply a 'deficit model' of citizenship in its approach to young people whereby they are assumed to be not-good-enough citizens and citizens in waiting of tomorrow, but not today (Lawy & Biesta, 2006; Osler & Starkey, 2003). While the findings in this study revealed that some aspects of impact projects aimed to challenge this assumption, there were also instances in which the school and even the students themselves, neglected to acknowledge young people as capable of making meaningful contributions to society. In these instances it can be argued that young people were perceived as 'not yet citizens' rather than 'citizens now'. This was a significant tension that limited the development of justice-oriented citizenship in this study.

In discussing the nature of citizenship education with the deputy principal Madeline, she strongly expressed the importance of creating a learning environment that recognised young people as citizens now. She believed the school had attempted this through offering authentic, real life learning opportunities during impact projects. However, an analysis of the findings suggest that this type of participation still often focused on improving the student's capacity to prepare for and 'become' a contributing member of a future workforce. This view was reflective of a neoliberal type of citizenship status reflected in the *New Zealand Curriculum* (Ministry of Education, 2007) and as a result it was not uncommon for the students to discuss the benefits of their projects in terms of how their involvement might improve their resumes and provide them with valuable work experiences.

While I am not suggesting that it is unimportant for schools to be focussing on preparing their young people for the workforce, it is also important to recognise the contributions that students already make and are capable of making while still at school. Without this

type of recognition, there is an assumption that full citizenship is only to be gained in adulthood once you become a fully independent working member of society (Smith et al., 2005). The recent modification to the impact project criteria which replaced the requirement for students to ‘contribute to’ the community, for, ‘connect with’ the community, appeared to reinforce this assumption. Despite Madeline initially acknowledging the importance of educational programmes that recognised students as ‘citizens now’, she later expressed the belief that many of the students were “*too young*”, “*not yet capable*” or developed enough to make their contributions to the community meaningful. This view was reflective of the school’s perception that when students were given the opportunity to contribute to the community, they often held narrow perceptions regarding the nature of contribution. The school felt this led to “*low level, service type learning projects*” (Madeline, deputy principal) such as fundraising or charity activities.

Research suggests that early approaches to service-learning type projects were often apolitical, lacked a connection to macro issues and focused on volunteering type activities (Fehrman & Schutz, 2011; Hamrick, 1998). Importantly however, as educators have increasingly begun to recognise the role of young people as citizens now, well designed service-learning programmes have more recently been shown to shift students beyond personally conceptions of citizenship and adopt more critically conscious and justice-oriented conceptions of citizenship (Eyler, 2002; Iverson & James, 2010; Jerome, 2012; Patterson, Doppen, & Misco, 2012). Overall, while there may be challenges and difficulties associated with young people making meaningful contributions, if schools are serious about recognising their students as ‘citizens now’, it is important that they are still encouraged, and more importantly, supported, to contribute.

Tension two: the requirement to produce a ‘quality’ product

There has to be some kind of product because students often had failure when it was just some kind of service or an event that they were organizing
(Madeline, deputy principal)

The requirement for students to produce a quality product could also be considered as a significant tension that limited the development of a justice-oriented approach to citizenship education. Rochelle (teacher) explained how the production of a quality product was emphasized above all else and because of this, teachers tended to focus their

facilitation and support on this aspect over others such as contributing to the community. The students also perceived the role of the teacher to be mostly logistical. This is problematic when considering the multifaceted type of support required to shift students' to more justice-oriented approaches to citizenship.

Interestingly however, Rhiannon (Project B) did not interpret the 'product' to be a tangible thing and instead described her quality product as a "*connection between people*". While this type of interpretation appears to lend itself more readily to justice-oriented notions of citizenship, it was also the exception. Overall I would tend to agree with Rochelle's (teacher) suggestion that the requirement to produce a quality product was bias towards personally responsible and participatory approaches to citizenship. All of the projects in this study fell into these two categories. While the findings revealed that at least half the students did not complete their intended products, the requirement to produce a quality product was still heavily influential in the direction that their projects took.

Much of the research in the area of project-based learning commonly attributes the development of a product as an important criterion of the approach (Grant, 2011; Tamim & Grant, 2013). Furthermore, Savery (2006) argues that the project-based learning approach can be more oriented toward following correct procedures and providing suggestions for "better" ways to achieve the desired end product, than it is on capturing and developing the "teachable moments" that can often occur. Unfortunately as Carr (2008) suggests, it is within these "teachable moments" that the opportunity for students to understand the world which we live in needs to be problematized, better understood and more effectively connected, tend to occur. It is aspects such as these that are considered crucial components in developing justice-oriented citizenship. As such, the requirement to produce a product can also be viewed as a tension within a project-based learning approach that limited the development of justice-oriented citizenship.

Tension three: the pedagogical practices of the teachers

No I don't think teachers plan for it it's like a delightful accident. I can see some stuff in my student's projects that relates to good citizenship but I don't think I have planned specifically for that to happen
(Kat, teacher)

Kerr (2005) suggests that citizenship education is most beneficial when its goals are made explicit to the students and they are strategically supported in their learning journey. The findings in this study, however, suggest that the teachers interpreted the citizenship aspect of impact projects to be an implicit component and not “*core business*” (Kat, teacher). As a result, the teachers’ pedagogical practices were not focussed on having the specific conversations required to challenge and expand students into thinking about justice oriented type issues. The students described the mentoring teacher as someone who checks up on their progress, makes sure their e-portfolios are up to date and occasionally refers them to information and other ‘experts’ in the community. Ultimately this appeared to leave explicit citizenship aspects to be, in Brooks (2009) terms, ‘caught’ rather than ‘taught’. As discussed above, all projects aligned with personally responsible and participatory approaches to citizenship education and there was very little emphasis on pedagogical methods that aimed at developing the student’s capacity to critically engage with the root causes of social problems and take action to challenge existing structures in society.

Carr (2008) proposes that a significant concern for the pedagogical practice of citizenship educators also relates to dispositions and whether or not they can be taught. The deputy principal and two of the teachers in this study perceived the desire and ability for students to make a contribution as something that they either had or did not, and therefore based on a natural disposition. If teachers view important aspects of citizenship as innate and something that cannot necessarily be taught, it is possible that this may have also contributed to the teachers decision to prioritise the more logistical aspects of impact projects in their interactions with students. Biesta et al (2009), however, explain that the different ways in which young people approach citizenship is not merely the outcome of personal characteristics but also depends on learning experiences and the opportunities they are provided with. Furthermore, Thornton (2006) asserts that the explicit teaching of dispositions should be a central component of all citizenship education programmes.

In reflecting on their own pedagogical practices, it was common, however, for teachers to explain that they were cognisant of trying not to control and push students in directions that may not align with their “passions”. This was seen to be reflective of the student agency and ownership aspect of the impact project criteria. In light of this, Mitra (2004)

suggests that one of the most challenging aspects to teaching is finding the balance between too much direction and not enough support. The findings in this study suggest that there were occasions in which students appeared to perceive the latter. For example Kyla openly expressed her frustration in stating “*How can I offer what I have when I don’t know any skills that I have...How can you expect us to go out into the world and change it when we have no idea what to do*” (Kyla, Project E). In general there appeared to be a tension between providing students with the independence to lead their own learning and the strategic support and guidance required for developing justice-oriented citizenship.

Another area where it was apparent that the teachers were putting emphasis on the student agency component of impact projects, perhaps to the detriment of the citizenship education experience, was in the students’ engagement with the community. The level of guidance and support provided to students when contacting external agencies and developing relationships with the community was variable. In general, it appeared that the students who were closely supported on an on-going basis experienced a positive interaction; which in turn bolstered their confidence and self-efficacy. Alternatively, those left largely to their own devices during these interactions spoke of feeling disempowered and demotivated when they received an unanticipated and/or negative response. Fehrman and Shutz (2011) highlight the significance of the teacher’s role in ensuring that the students come away feeling empowered and motivated by their engagements with the community. They suggest that the fine balance between students experiencing real-world obstacles in their interactions with the community and having them learn to navigate around those obstacles, can be achieved by teachers actively “jumping in” and redirecting wayward efforts when necessary. It is possible that had students such as Michael and Kyla been provided with more direct support in their interactions with the community, they may have scoped their engagement quite differently. Furthermore, they may also have been more prepared for negative and/or challenging responses and as such been sufficiently resilient to maintain their motivation and momentum. Westheimer (2011) found that students who had experiences similar to Michael and Kyla often became dispirited and as a result reported being less likely to engage in future justice-oriented community work. The potential for a long-term negative impact from this experience further highlights the importance of the teacher’s pedagogical practices.

Potential, possibilities and recommendations

A strong platform for positive and effective citizenship education at the school has already been developed through aspects such as the open plan learning environment, the interdisciplinary nature of learning, the open, respectful and informal relationships between students and teachers, and the fact that a full day every week was devoted to impact projects. This study found that while indeed the students were experiencing citizenship education, unfortunately the tensions outlined above, limited this to only participatory or personally responsible types of citizenship. This was particularly revealing for students such as Michael and Sarah-Lee whose personal definitions of the ‘good’ citizen aligned closely with justice-oriented conceptions, yet the projects they were involved in did not.

I would contend that justice-oriented citizenship education through a project-based learning approach could be an achievable goal, rather than the “aspirational goal” expressed by Madeline in the findings. In order to attain this, however, the tensions outlined above would first need to be considered and dealt with. The implementation of an action-oriented critical pedagogy would go some way towards achieving this. Bruce, Martin and Brown (2010) describe action oriented critical pedagogy as an approach to learning which places equal emphasis on critical thinking *and* critical action. Students are led through a sequential and progressive critical process encouraging them to ultimately enact change for a more equitable and just community. While Madeline agreed that this type of approach to teaching was relevant, she highlighted that it would be difficult to get a consistency of that sort of thinking through the staff. As such, I would suggest that inevitably this requires explicit professional development and as Garrat and Piper (2012) suggest is only likely to occur if schools are more willing to challenge dominant neoliberal notions of the good equals personally responsible citizen. It would also be imperative for the school to explicitly communicate justice-oriented citizenship education as a core objective of impact projects. This would need to be done in a way that students can understand and buy into. Additionally, the school could also consider ways to build on the potential of the transformative peer relationships that emerged in the findings.

Given these changes, I suggest that the projects included in this study could have expanded the students thinking and actions into addressing the root causes of the issues they were

focussing on. For example adoption of an action oriented critical lens by Kat (teacher) may have encouraged Melissa and Shannon (Project A) to consider the effect that marketing, the media and socio-economic inequalities have on the decisions people make before designing a relevant social action strategy. Kerry (teacher) might have supported Sarah-Lee and Jessie (Project C) to lobby the Ministry of Education for the increased learning support of young people with autism; and if less emphasis were given to supporting the development of a 'product', Rochelle (teacher) may have also had a better capacity to assist Michael in better scoping a realistic justice-oriented project that was achievable given the resources, timeframes and contacts available to him.

Admittedly some of the issues that the students in this study chose to focus on were large and complex problems, challenging for both students and teachers to engage with. It is in these instances that as Fehrman and Schutz's (2011) suggest, teachers must actively ensure that the projects students choose to engage with are likely to produce 'small wins'. While this may involve the teachers providing more direction than perhaps they had in this study, it would in turn increase the students' chances of experiencing success and being resilient to obstacles that appear throughout the journey.

In conclusion, by drawing attention to the experiences of citizenship education in a project-based learning context, I suggest that a narrow focus on personally responsible and participatory types of citizenship, fails to recognise the transformative, justice-oriented potential that young people have in society as 'citizens now'. Hopefully, the findings outlined in this dissertation will provide some insight into the ways students can be better supported to reach this potential. For the school in this study, I believe that addressing the tensions outlined in this section would go a long way toward achieving this promising and exciting objective.

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APPENDICES

Appendix A: Student interview guide

What do you understand/interpret to be 'good' citizenship?

1. Tell me about your project and what you are trying to achieve?
2. What motivated or interested you in this particular project?
3. What do you think makes a 'good' citizen or member of society?
(A good citizen is someone who.....)
(An average citizen is someone who....)
(A bad citizen is someone who...)
(How might our society be different without good citizens ...)

How do you experience CE through PBL

4. Continuum exercise – I would like you to think about the contribution your IP makes to the community/society and point to where you think it sits on the continuum. (No contribution to anybody, personal contribution moving into community contribution). Explain why you have placed yourself here.
5. Do you think IP's are a good way to encourage young people to develop 'good' citizenship?
6. What sort of role does your supervising teacher have in this (eg. developing 'good' citizenship)?
7. Can you think of any other ways you have been encouraged to develop 'good' citizenship?
8. Is there anything about IPs that limits you from making the sort of contribution you would like to (any barriers to 'good' citizenship)?
9. Overall - How important for you to make a contribution to the community or society in some way (doesn't have to be through IPs)? Why?

What is the potential of PBL as a context for citizenship education

10. What are the key differences between what you do in Specialist Subjects and IP's?
11. Apart from IPs, how else are you encouraged to be a good citizen at school (member of society)?
12. Is there anything else that you would like to discuss?

Appendix B: Coding example

e-port folio: http://[REDACTED]	Email: [REDACTED]	Rhiann on
Transcript	Coding	Time Pt
<i>We're trying to create relationships between the student leaders at Albany primary ...and with Aria Gardens, dimensia and althziemers patients... it was quite hard to find them, most of them are first stage dimensia patients...they might not remember what happened but they're prob the best people to do it with...were just trying to create relationships between the generations.. we're going to meet once a month and see how it goes</i>	-create relationships -difficulties P -create r/s x2 (learning in the flow)	1:03
<i>For the kids to grow up and say hi and how are you...for them not to be afraid the elderly and for the elderly to talk back to the students. We're hoping it will spread across the school and they're like oh yeah the elderly aren't actually that bad... if you do something nice for them they'll do something nice back</i>	-Hoping -spread awareness -Not afraid -Us/them	3:45
<i>Cos it was [REDACTED] Primary - I wanted to do something with [REDACTED] primary but they have to contact us about it we're not allowed to contact them...I looked on IP project board and it had this...I thought it could be quite a cool experience to help and create this cos it could carry on for years to come, this is a first...even them arranging it themselves so it would carry on.</i>	-Not allowed - PR -Carry on	4:02
<i>Its trial and error..I might carry it on next year but maybe do it more often ...like every two weeks...so its progressing and is not just one present at once</i>	- trial and error (learning in the flow)	4:52

Appendix C: Participant information sheets and consent forms



THE UNIVERSITY OF AUCKLAND
NEW ZEALAND

School of Critical Studies in Education
Faculty of Education
Epsom Campus
Ph: 623 8899

The University of Auckland
Private Bag 92019
Auckland, New Zealand

PARTICIPANT FORMATION SHEET (PRINCIPAL/ BOARD OF TRUSTEES)

Project title: Shaping 'good' citizens: An exploration of how students experience citizenship education through project based learning

Researcher introduction

My name is Kylie Thompson. I am a Masters of Professional Studies student enrolled in the Faculty of Education at the University of Auckland. This year I am working on a research study about students' experiences of citizenship education in project-based learning. I would like to invite students and teachers from [REDACTED] High School to contribute to this study by sharing their views and knowledge about citizenship education and impact projects.

Please read this information sheet carefully before deciding whether or not you would like your school to participate. If you decide to participate, I thank you. If you decide not to take part there will be no disadvantage to you of any kind and I thank you for considering this request.

What is the aim of the project?

The overarching aim of this research project is to investigate senior secondary school students' experiences of citizenship education in a project based learning context. To do this I would like to conduct research using [REDACTED] High School as a case study. The research would involve interviewing and observing 3-6 impact project groups and their supervising teachers, who are involved in impact projects which make a contribution to the community. How the students' involvement in this context might influence the ways they understand society, as well as the ways that they should act as citizens in a democracy, will be a key focus.

What type of participants are being sought?

I am seeking to invite students from 3-6 impact project groups who are involved in impact projects which link to or make a contribution to the community. I would also like to involve these students supervising teachers.

What will participants be asked to do?

Should your school agree to take part, I will contact students and teachers to arrange a time to conduct two or three 30-40 minute interviews with each of the participants at the school. I will be seeking their views on how they define and interpret 'good' citizenship, the place and potential of citizenship education in project-based learning and how they think the school might aim to develop 'good' citizens through involvement in impact projects. Interviews will only be conducted with the consent of the interviewee.

As part of my data collection I would also need to visit the school on at least three occasions to observe students working on their Impact Projects, as well as analyse school documents relating to impact project policy.

Can Participants Change their Mind and Withdraw from the Project?

Participants may withdraw from the project, or any part of the project, at any time without any disadvantage of any kind.

What information will be collected and how will it be used?

Interviews will be recorded and transcribed. Some of the things students and teachers say may be included in my dissertation or a journal article but every attempt will be made to preserve anonymity. Nowhere in my research will the name of the school, students or staff members be recorded.

During interviews, in the event that the line of questioning does develop in such a way that any participant feels hesitant or uncomfortable, they will be reminded of their right to decline to answer any particular question(s) and also to withdraw from the project at any stage without any disadvantage of any kind.

The information collected will be securely stored in such a way that only myself and my supervisor, Associate Professor Carol Mutch, will have access to it. At the end of the project any personal information will be destroyed immediately except that, as required by the University's research policy, any raw data on which the results of the project depend will be retained in secure storage for six years, after which it will be destroyed.

You are most welcome to request a copy of the results of the project should you wish.

Further information

If you have any questions about the project, either now or at any time in the future, please contact me in the first instance:

Kylie Thompson

Telephone: 09 482 3189/021 070 5667

Email: ktho043@auckland.ac.nz

*My supervisor is : Dr Carol Mutch, School of Critical Studies in Education, Faculty of Education, University of Auckland, Private Bag 92019, Auckland, Phone 09 623 8899 Ext48826. Her email is c.mutch@auckland.ac.nz

*The head of my school is: Dr Airini, School of Critical Studies in Education, Faculty of Education, University of Auckland, Private Bag 92019, Auckland, Phone 09 623 8899 Ext 48826. Her email is: airini@auckland.ac.nz

For any queries regarding ethical concerns you may contact the Chair, The University of Auckland Human Participants Ethics Committee, The University of Auckland, Research Office, Private Bag 92019, Auckland 1142. Telephone 09 373-7599 extn. 87830/83761. Email: humanethics@auckland.ac.nz.

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THE UNIVERSITY OF AUCKLAND
NEW ZEALAND

School of Critical Studies in Education
Faculty of Education
Epsom Campus
Ph: 623 8899

The University of Auckland
Private Bag 92019
Auckland, New Zealand

CONSENT FORM FOR SCHOOL PRINCIPAL/BOARD OF TRUSTEES

Project title: Shaping 'good' citizens: An exploration of how students experience citizenship education through project based learning

I have read the Participant Information Sheet concerning this project and I understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:

- The researcher will interview and observe 3-6 students (over the age of 16) and 3-6 teachers involved in impact projects which link to or contribute to the community,
- The researcher will analyse impact project policy documents,
- Student and teacher participation in the project is completely voluntary and I give my assurance that the participation or non-participation of your teachers and students will not affect their employment status grades or relationship with the school,
- The Deputy Principal in charge of Impact Projects will provide the initial information about the project to students and teachers,
- Students and teachers are free to decline to answer any particular question or withdraw from the project at any time without any disadvantage,
- The data (audio tapes) will be destroyed at the conclusion of the project, but any raw data on which the results of the project depend will be retained in secure storage for six years, after which it will be destroyed,
- [REDACTED] High Schools participation in this study is confidential and that no material that could identify the school will be used in any reports on this study. The results of the project may be published and anonymity will be preserved at all times,
- I am able to request a copy of the results of the study upon completion of the research,
- I am able to contact Kylie Thompson if I have any concerns or questions about this study.

I agree that [REDACTED] High School can take part in this research project [Please tick box.]

.....(Name of Principal/Chairperson)

.....

(Signature)

.....

(Date)

For any queries regarding ethical concerns you may contact the Chair, The University of Auckland Human Participants Ethics Committee, The University of Auckland, Research Office, Private Bag 92019, Auckland 1142. Telephone 09 373-7599 extn. 87830/83761. Email: humanethics@auckland.ac.nz.

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NEW ZEALAND

School of Critical Studies in Education
Faculty of Education
Epsom Campus
Ph: 623 8899

The University of Auckland
Private Bag 92019
Auckland, New Zealand

PARTICIPANT INFORMATION SHEET **(Teacher)**

Project title: Shaping 'good' citizens: An exploration of how students experience citizenship education through project based learning

Researcher introduction

My name is Kylie Thompson. I am a Masters of Professional Studies student enrolled in the Faculty of Education at the University of Auckland. This year I am working on a research study about students experiences of citizenship education in project based learning. I would like to invite you to contribute to this study by sharing your views and knowledge about citizenship education and impact projects at [REDACTED] High School.

Please read this information sheet carefully before deciding whether or not you would like to participate. If you decide to participate, I thank you. If you decide not to take part there will be no disadvantage to you of any kind and I thank you for considering this request.

What is the aim of the project?

The overarching aim of this research project is to investigate senior secondary school student's experiences of citizenship education in a project based learning context. To do this I am conducting research using [REDACTED] High School as a case study. As well as interviewing and observing students from 3-6 impact project groups (over the age of 16) who are involved in impact projects which make a contribution to the community, I would also like to interview their supervising teachers. How the student's involvement in this context may or may not influence the ways they understand society as well as the ways that they should act as citizens in a democracy will be a key focus.

What type of participants are being sought?

Teachers who are supervising students involved in impact projects which link to or aim to make a contribution to the community.

Your Principal has given assurance that your participation or non-participation not affect your employment status or relationship with the school in any way.

What will participants be asked to do?

Should you agree to take part, I will contact you to arrange a time to conduct a 20-30 minute interview at the school. In this interview I will be seeking your views on the place and potential of citizenship education in project based learning, how you define and interpret 'good' citizenship, and how you might aim to develop 'good' citizens through your involvement as a supervising teacher in Impact Projects. As part of my data collection I will also be visiting the school on at least three occasions to observe students working on their Impact Projects.

Can Participants Change their Mind and Withdraw from the Project?

You may withdraw from participation in the project, or any part of the project, at any time without any disadvantage of any kind.

What information will be collected and how will it be used?

Your interview will be recorded and transcribed by myself. I will then email you a copy of your transcript to check for accuracy and correct interpretation before I write my discussion. You will have a period of two weeks to edit this if you wish and submit any corrections to me.

During the interview you may ask for the recorder to be stopped at any stage. Some of the things you say may be included in my dissertation or a journal article but every attempt will be made to preserve your anonymity. In the event that the line of questioning does develop in such a way that you feel hesitant or uncomfortable you are reminded of your right to decline to answer any particular question(s) and also to withdraw from the project at any stage without any disadvantage of any kind.

The information collected will be securely stored in such a way that only myself and my supervisor, Associate Professor Carol Mutch, will have access to it. At the end of the project any personal information will be destroyed immediately except that, any raw data on which the results of the project depend will be retained in secure storage for six years, after which it will be destroyed.

You are most welcome to request a copy of the results of the project should you wish.

Further information

If you have any questions about the project, either now or at any time in the future, please contact me in the first instance:

Kylie Thompson

Telephone: 09 482 3189/021 070 5667

Email: ktho043@auckland.ac.nz

*My supervisor is : Dr Carol Mutch, School of Critical Studies in Education, Faculty of Education, University of Auckland, Private Bag 92019, Auckland, Phone 09 623 8899 Ext48826. Her email is c.mutch@auckland.ac.nz

*The head of my school is: Dr Airini, School of Critical Studies in Education, Faculty of Education, University of Auckland, Private Bag 92019, Auckland, Phone 09 623 8899 Ext 48826. Her email is: airini@auckland.ac.nz

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NEW ZEALAND

School of Critical Studies in Education
Faculty of Education
Epsom Campus
Ph: 623 8899

The University of Auckland
Private Bag 92019
Auckland, New Zealand

CONSENT FORM FOR SCHOOL STAFF

Project title: Shaping 'good' citizens: An exploration of how students experience citizenship education through project based learning

I have read the Participant Information Sheet concerning this project and I understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:

- My participation in the project is completely voluntary and my Principal has given assurance that your participation or non-participation not affect your employment status or relationship with the school in any way.
- I am free to decline to answer any particular question or withdraw from the project at any time without any disadvantage,
- The data (audio tapes) will be destroyed at the conclusion of the project, but any raw data on which the results of the project depend will be retained in secure storage for six years, after which it will be destroyed,
- I will be asked for my views on citizenship education and impact projects at [redacted] High School,
- Interviews will be conducted at a time that suits me and will last approximately 20-30 minutes,
- My participation in this study is confidential and that no material that could identify me will be used in any reports on this study. The results of the project may be published and my anonymity will be preserved at all times,
- I am able to contact Kylie Thompson if I have any concerns or questions about this study.

I,, agree to take part in this project.

(Full name)

.....

(Signature)

(Date)

For any queries regarding ethical concerns you may contact the Chair, The University of Auckland Human Participants Ethics Committee, The University of Auckland, Research Office, Private Bag 92019, Auckland 1142. Telephone 09 373-7599 extn. 87830/83761. Email: humanethics@auckland.ac.nz.

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Faculty of Education
Epsom Campus
Ph: 623 8899

The University of Auckland
Private Bag 92019
Auckland, New Zealand

PARTICIPANT INFORMATION SHEET

(Student)

Project title: Shaping 'good' citizens: An exploration of how students experience citizenship education through project based learning

Name of Researcher: Kylie Thompson

Researcher introduction

My name is Kylie Thompson. I am a Masters of Professional Studies student enrolled in the Faculty of Education at the University of Auckland. This year I am working on a research study about students' experiences of citizenship education in project-based learning.

Project description and invitation

As you may be aware, your school is one of an emerging group of schools who are devoting specific time to project-based learning programmes, such as Impact Projects, in their timetables. I am interested in conducting a study that looks at your experiences of citizenship education in Impact Projects.

I am hoping to observe students and teachers on Impact Project days and talk with some of you to find out:

- What characteristics you think are important in order to be a good citizen;
- If and how you think your involvement in Impact Projects teaches and supports you to be a good citizen;
- How your Impact Project might link to or contribute to the community;
- If and how your involvement in Impact Projects has changed your perspective on citizenship.

I would like to invite you to be a part of my research project. You have been selected to be involved because you are a senior secondary student, over the age of 16 and your impact project links to or makes a contribution to the community. Your views and experiences will be important to help me try and work out how young people experience citizenship education in project based learning contexts. However, you should also note that your participation is voluntary. Your Principal has given assurance that your participation or non-participation will in no way affect your grades or relationship with the school.

Project Procedures

I am able to work with students from 3-6 impact project groups and I need to make sure I speak with and observe students who are from a range of different projects. If you would like to share your views and experiences of impact projects with me and contribute to this study there are a few things you need to know:

- In order to gather the information I need for my study I will be observing students working on their impact projects and interviewing them to discuss the points outlined above. In most cases I will be arranging interviews during school hours. There will be two-three sets of interviews and I estimate each one to take approximately 30-40 minutes.

- I will make contact with you to find a time that would suit. This could be before lessons begin, during an impact project session, during lunchtime or as soon as your classes finish for the day. If you choose to be part of this study you should also know that your supervising impact project teacher will also be interviewed. They will not be asked questions about you specifically, instead I will be focusing on things like how they teach citizenship and what they interpret a 'good' citizen to be.
- You do not have to take part in an interview if you don't want to. You can also decide to stop taking part during the interview or ask for the recorder to be stopped at any time. You will not lose out on anything if you don't take part or decide to stop participating.
- Our interview will be recorded and the conversation will be transcribed by myself and saved on my computer. This document will only be seen by myself and my supervisor (Associate Professor Carol Mutch). I will email you a copy of your transcript to check for accuracy and correct interpretation before I write my discussion. You will have a period of two weeks to edit this if you wish and submit any corrections to me. After I have finished with this document it will be locked away for 6 years and then destroyed.
- Once I have spoken to everyone I will write a discussion to be submitted as part of my Masters requirements. I might write about some of the things you told me but I will not include anybody's names so your privacy will be protected and your comments will be anonymous. I may also write an article to be published in a research journal in the future. If I do publish any work relating to this study, the name of your school as well as the names of everybody interviewed and observed will not be included.
- If you have any concerns or worries throughout the research project you can contact me. I will keep everything private unless I am concerned about your safety in which case I will let you know that I am going to speak with one of your teachers. If you have any questions, or wish to know more please contact me in the first instance. My contact details are:
Name: Kylie Thompson
Email: ktho043@auckland.ac.nz
Phone: 09 482 3189 or 021 070 5667

If you think you would like to participate in this study please complete the attached CONSENT FORM form and return to the 'IMPACT PROJECT STUDY' box in reception. I will make contact with you via the details you provide on this form.

*My supervisor is : Associate Professor Carol Mutch, School of Critical Studies in Education, Faculty of Education, University of Auckland, Private Bag 92019, Auckland, Phone 09 623 8899 Ext48826. Her email is c.mutch@auckland.ac.nz

*The head of my school is: Dr Airini, School of Critical Studies in Education, Faculty of Education, University of Auckland, Private Bag 92019, Auckland, Phone 09 623 8899 Ext 48826. Her email is: airini@auckland.ac.nz

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NEW ZEALAND**

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Faculty of Education
Epsom Campus
Ph: 623 8899

The University of Auckland
Private Bag 92019
Auckland, New Zealand

Student Consent Form

“Shaping 'good' citizens: An exploration of how students experience citizenship education through project based learning”

If you would like to take part in observations and interviews about your experiences of citizenship and Impact Projects please fill in this form and return to the 'Impact Project Study' box in student reception.

I have read the Participant Information Sheet concerning this project and I understand what it is about. All my questions have been answered to my satisfaction. I understand that I am free to request further information at any stage.

I know that:

- My participation in the project is completely voluntary and the Principal has provided assurance that your participation or non-participation will in no way affect your grades or relationship with the school,
- I am free to decline to answer any particular question or withdraw from the project at any time without any disadvantage,
- The data (audio tapes) will be destroyed at the conclusion of the project, but any raw data on which the results of the project depend will be retained in secure storage for six years, after which it will be destroyed,
- I will be asked to discuss my views and experiences of citizenship education and Impact Projects,
- The researcher will contact me via phone or email to organise interview times,
- I will be observed working on my Impact Project and interviewed at least twice. Both interviews will take part at school, during school hours or directly before or after school and will last 30-40 minutes,
- The researcher will email a copy of my transcript to check for accuracy and correct interpretation before publishing and I will have two weeks to return any corrections,
- My participation in this study is confidential and that no material that could identify me will be used in any reports on this study. The results of the project may be published and my anonymity will be preserved at all times,
- I am able to contact Kylie Thompson if I have any concerns or questions about this study.

I agree to take part in this research project

[Please tick box.]

Full name of student :

.....

Signature

.....

Date

APPROVED BY THE UNIVERSITY OF AUCKLAND HUMAN PARTICIPANTS ETHICS COMMITTEE ON 26th April 2013 for (3) years, Reference Number