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**Comparative Citizenship Pedagogies
in Asia and the Pacific:
Eclectic Concepts, Hybridized Approaches and
Teachers' Preferences**

Prof. Wing On LEE
Hong Kong Institute of Education

Conception of Citizenship and Citizenship Education

This paper follows on the author's previous works on comparative citizenship studies in Asia and the Pacific, firstly on conceptual issues in the co-edited book, entitled *Citizenship Education in Asia and the Pacific: Concepts and Issues* (Lee, Grossman, Kennedy and Fairbrother, 2004), and secondly on curriculum issues in *Citizenship Curriculum in Asia and the Pacific* (Grossman, Lee and Kennedy, 2008). This work is another landmark of the author's explorations in comparative Asian Citizenship, with this time focusing on pedagogies. After analysing over citizenship pedagogies in more than ten Asia-Pacific countries, the author has identified several features in pedagogies in these countries. First, Governments without exception have certain agenda and prescriptions in promoting particular pedagogical approaches, but individual teachers adopt the kind of pedagogical approaches they like, and students' preferences may influence the kind of pedagogical approaches adopted by the teachers. A number of tensions in citizenship pedagogies can be identified, such as tensions between national goals and democratic and person-oriented teaching approaches, the choice of teacher control pedagogies and state option for student autonomy pedagogies, and depoliticised outcomes for nationalistic education. On these, citizenship teachers function as instructional gatekeepers, exercising their professional judgments. In sum, pedagogical development in Asia-Pacific is dynamic. It is unpredictable who influences whom, as when the official curriculum emphasises nation-oriented pedagogies, teachers may choose to adopt person oriented pedagogies, and vice versa. Moreover, students have a choice as well. Three types of citizenship pedagogies are identified, namely nation-oriented pedagogies, person-oriented pedagogies, and global oriented pedagogies. The Asian approach is a kind of eclecticism, mix and hybridisation, rather than having these different pedagogical orientations dichotomised or polarised.