

Teaching Democracy: Tools and Methods in the Secondary Education

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ARTICLE INFO

Article History:
Received 01.12.2019
Received in revised form
25.06.2020
Accepted
Available online 01.10.2020

ABSTRACT

Political and Social scientists, since the end of the 20th century, have been concerned about youth's "withdrawal" from participating in public life. This paper addresses the issue of teaching Civic Education and presents new didactic and interactive tools that can be used in the educational process. Introducing the meaning of Democracy to students takes place in compulsory education but during Secondary Education is taught extensively with the aim of creating responsible and interactive citizens. Therefore, students are exercised in democratic procedures during courses, interactive learning and by electing students' board into school premises in order to motivate political participation and political understanding. However, an individual is not considered as a citizen only on the election day. To this end, thematic workshops were designed and implemented by using the principle of deliberation in schools in the area of Thessaloniki (Greece), in the context of the course "Contemporary World, Citizen and Democracy" in Secondary Education. The workshops focused on the familiarization with the Greek and European Parliament functions into the school communities by interactive and experiential learning. At the end of this approach, a survey was conducted to students concerning their opinion about deliberation and electoral procedures. In that terms, we aim to develop a structured and interactive Civic Education curriculum that will help shape active and responsible citizens. Our teaching practice is based on mathematical skills and statistical concepts to cultivate further the concepts of democracy and representation.

Keywords:
Democracy, civic education, secondary education, deliberation.

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INTRODUCTION

Political and Social scientists, since the end of the 20th century have been concerned about youth's "withdrawal" from participating in public life (due to limited interest and poor participation in electoral policies), their democratic responsiveness (Jacobs and Shapiro, 2000) and their rejection of traditional means of civic and political collective actions. This issue has been discussed worldwide and many interventions had been made in this perspective. Thereby, it is vital to design a pedagogy of Political Science that aims to high level of civic and political engagement in schools. This paper addresses the issue of teaching Democracy in schools, specifies the used teaching tools and introduces new methods that could be implemented in the educational process. The aim is to cultivate the fundamental principles of Democracy and analyze the competences of the basic institutions. Introducing the meaning of Democracy to students takes place in compulsory education, but during Secondary Education is taught extensively in order to create responsible and interactive citizens. Besides lecturing, the teaching tools that can be used are additional activities focused on the familiarization with the Parliament functions into the school communities by interactive and experiential learning. In that terms, we designed workshops which "integrate" and "implement" the democratic principles, the representative system, the electorate and deliberation.

The concept of representation, the role of the representative (i.e. study of ballot forms, party-lists, ranked ballots, first-past-the-post systems), the electoral system (i.e. the proportional system, first-past-the-post voting, two-round system, ranked voting or mixed systems- in the case of Greece) and the electorate's voting criteria are the most important issues for an effective democratic system (Chadjipadelis & Sotiroglou, 2018). An individual is not considered as a citizen only on the election day. In the book "Deliberation in the classroom: Fostering Critical Thinking, Community, and Citizenship in Schools" teachers stated that the educational system does not provide the adequate knowledge (Molnar-Main, 2017) so as students to become active citizens (Chadjipadelis & Sotiroglou, 2017). The goal is to prepare students for real life and citizenship. The purpose of our approach is to relate the aforementioned issues to the school / student community, which is an introductory in state organization and governance. Students, like citizens, elect representatives for their student councils. Thus, appointing delegates to the fifteen-member students' councils, acts as a simulation of the electoral process and the democratic principle of representation. This paper proposes new teaching methods to encourage and motivate students to become active citizens with the skills of responsibility, social solidarity and collective action. The secondary aim is to promote statistical thinking and statistics in order to

Teaching Democracy A Profebors Journal

Paul Carr



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Teaching Democracy by Being Democratic Ted Becker, Richard A. Couto, 1996-10-30 The best way to teach democracy has been the subject of an ongoing debate for 2 500 years Unlike most books about teaching democracy this one spends more time on how to teach democracy than the what and why of teaching democracy It punctures the irony of teaching democracy by lectures and superior teachers In its place this book provides a variety of illustrations for the teaching of democracy in an experiential and egalitarian fashion The introduction presents a theoretical and analytical framework of democracy and democratic pedagogy The six chapters cover topics such as structuring a democratic classroom democratic practices that empower students problem solving and community service that make the classroom a laboratory for democracy and university based programs of democratic alternatives that serve the community The volume s treatment of community organization students as collaborators personal empowerment the community of need and response and the democratic organization expresses its preference for direct democratic participation

Education for Democracy Benjamin R. Barber, Richard M. Battistoni, 2007-08-03

Education for Democracy Benjamin R. Barber, Richard M. Battistoni, 1999

Teaching for Democracy in an Age of Economic Disparity Cory Wright-Maley, Trent Davis, 2016-07-01

Teaching for Democracy in an Age of Economic Disparity addresses the intersections between democratic education and economic inequality in American society Drawing upon well established theoretical constructs in the literature on democratic citizenship as well as recent events this volume outlines the ways in which students can not only be educated about democracy but become actively engaged in the social issues of their time The collection begins with an examination of how the confluence of capitalism and education have problematized the current model of democratic education before transitioning into discussions of how teachers can confront economic disparity both economically and civically in the classroom The authors then introduce a variety of ways in which teachers can engage and empower students civic action at all grade levels As a final component the volume explores new avenues for civic action including the use of social media for democratic engagement in schools and opportunities for critical reflection and cross cultural dialogue This book is a valuable resource for both scholars interested in the research on democratic education and practicing teachers wishing to turn their students into critical active citizens

Teaching American Government and Politics A. L. Mathews-Schultz, Jennie Sweet-Cushman, 2024-02-12 Providing practical concrete teaching strategies alongside relevant methodology and scholarship this book offers a pedagogical approach for centering students democratic citizenship and political engagement in American government courses

Educating for Democracy Anne Colby, Elizabeth Beaumont, Thomas Ehrlich, Josh Corngold, 2010-01-06 Educating for Democracy reports the results of the Political Engagement Project a study of educational practices at the college level that prepare students for responsible democratic participation In this book coauthors Anne Colby Elizabeth Beaumont Thomas Ehrlich and Josh Corngold show that education for political development can increase

students political understanding skill motivation and involvement while contributing to many aspects of general academic learning

Democracy as Discussion William M. Keith,2007-01-01 Using primary sources from archives around the country Democracy as Discussion traces the early history of the Speech field the development of discussion as an alternative to debate and the Deweyan Progressive philosophy of discussion that swept the United States in the early twentieth century

Educating for Democracy Rolf Gollob,Peter Krapf,Wiltrud Weidinger,Olöf Olafsdottir,2010-01-01 The objective of this manual is to support teachers and practitioners in Education for Democratic Citizenship and Human Rights Education EDC HRE It addresses key questions about EDC and HRE including competences for democratic citizenship the objectives and basic principles of EDC HRE and a whole school approach to education for democracy and human rights The manual consists of three parts Part I outlines the basic principles of EDC HRE as far as they are helpful and meaningful for the practitioner Part II gives guidelines and tools to design support and assess the students processes of constructivist and interactive learning Part III provides toolboxes for teachers and students in EDC HRE The other volumes in this series offer concrete teaching models and materials in EDC HRE for pupils from elementary to upper secondary level

International Perspectives on Education for Democracy in the Preparation of Teachers John J. Patrick,Gregory E. Hamot,Robert S. Leming,2003 The 2002 R Freeman Butts Institute on Civic Learning in Teacher Education which met in Indianapolis Indiana from May 17 21 2002 was the source for this book The central theme of the meeting was education for democratic citizenship in the college university based preparation of prospective teachers Following an Introduction twelve papers are included as the book s chapters 1 Defining Delivering and Defending a Common Education for Citizenship in a Democracy John J Patrick 2 Teaching for the Meaningful Practice of Democratic Citizenship Learning from the IEA Civic Education Study in 28 Countries Judith Torney Purta Wendy Klandl Richardson 3 Using Research about Civic Education to Improve Courses in the Methods of Teaching Social Studies Patricia G Avery 4 Civic and Economic Education The Nexus Margaret Stimmann Branson 5 Using United States Supreme Court Cases to Promote Civic Learning in Social Studies Teacher Education Thomas S Vontz Robert S Leming 6 The Deliberative Approach to Education for Democracy Problems and Possibilities Walter C Parker 7 Methods of Teaching Democracy to Teachers and Curriculum Developers Examples from Post Communist Europe Gregory E Hamot 8 Civic Learning in Teacher Education through an American Ukrainian Partnership Alden Craddock 9 Civic Learning in Teacher Education An Example of Collaboration by Russians and Americans Charles S White 10 Teacher Theorizing in Civic Education Analysis of Exemplary Teacher Thinking in the United States and Hungary Jeffrey W Cornett Janos Setenyi 11 Civic Learning in Teacher Education through an American Indonesian Partnership Margaret Sutton Isnarmi Moeis Wendy Gaylord and Conclusion Recommendations for Enhanced Civic Learning in Teacher Education Gregory E Hamot An appendix lists the meeting s participants BT

Teaching Democracy in an Age of Uncertainty GILBERT. THORNTON BURGH (SIMONE.),Simone Thornton,2021-11-30 The book is the first monograph on philosophy for children to

focus on education in a democracy Teaching Toward Democracy William Ayers, Kevin Kumashiro, Erica Meiners, David Stovall, Therese Quinn, 2016-07-28 Cover Title Copyright Contents Introduction Dialogue 1 Opening the Classroom Door Dialogue 2 Slow Active and Surprising Remaking Schools Through Artful Teaching Dialogue 3 Our Communities Deserve Justice Social Justice Teaching and Community Building Dialogue 4 Resisting the Pedagogy of Punishment Dialogue 5 Improving Educational Policy Reframing the Debate Reclaiming Public Voice Dialogue About the Authors Index

Education for Democracy Alice Davis, 1919 **Educators and Education for Democracy** Paul Carr, 2007

Discussion as a Way of Teaching Stephen D. Brookfield, Stephen Preskill, 2005-08-09 Thoroughly revised and updated the second edition of the landmark book *Discussion as a Way of Teaching* shows how to plan conduct and assess classroom discussions Stephen D Brookfield and Stephen Preskill suggest exercises for starting discussions strategies for maintaining their momentum and ways to elicit diverse views and voices The book also includes new exercises and material on the intersections between discussion and the encouragement of democracy in the classroom This revised edition expands on the original and contains information on adapting discussion methods in online teaching on using discussion to enhance democratic participation and on the theoretical foundations for the discussion exercises described in the book Throughout the book Brookfield and Preskill clearly show how discussion can enliven classrooms and they outline practical methods for ensuring that students will come to class prepared to discuss a topic They also explain how to balance the voices of students and teachers while still preserving the moral political and pedagogic integrity of discussion Written for teachers trainers faculty administrators professional developers facilitators and other educational leaders *Discussion as a Way of Teaching* is a comprehensive volume that offers step by step guidance for everything from preparing students to participate in discussion to evaluating its meaning and effect The chapters in this practical resource contain a wealth of helpful techniques suggestions and applications that can be adapted to a wide variety of discussion settings Education for Citizenship in a

Democracy Fredric Philip Woellner, 1923 Teaching Toward Democracy William Ayers, 2010 **Teaching for Democratic Citizenship** Ken Osborne, 1991-01-01 Contents 1 The Importance of Pedagogy 2 Some Recent Pedagogies 3 Towards a Pedagogy for Democratic Citizenship 4 The Elements of Pedagogy For Democratic Citizenship Bibliography

Teaching Democracy Chester Sidney Williams, John Ward Studebaker, 1940 *Teaching Democracy* Matthew Gandal, 1995 Our Freedoms Chester Sidney Williams, 1947

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