EDUCATION FOR DEMOCRATIC CITIZENSHIP: THEORY AND TEACHING PRACTICE

Session 6: Pedagogies, teaching and assessment methods (b)

Teaching practice methods and pedagogical approaches

Marios Koukounaras Liagkis

Teaching and learning democracy ontologically includes participation and action since democracy is conceived as a *mode of associated living* (Dewey, [1916] 2002). In school learning democratic culture comprises how students learn the different ways of democracy in practice in different contexts and levels in their regions, countries, and the world, how they acquire competences for democratic culture such as deliberation and democratic decision-making and overall how they form positive or negative attitudes towards democracy (Biesta & Lawy, 2006).

The 'how' concerns the particular session. How can we teach EDC/HRE/IE in schools? Can we integrate them into the overall teaching and learning processes? How can we pedagogically create more enjoyable, safe, and above all, educational learning environments, where students learn by doing and experiencing democracy in real time?

It is apparent that such questions do not have only one answer. Although many different pedagogical approaches and teaching techniques apt for teaching EDC/HRE/IE state three basic principles which underpin the pedagogy of the teaching methods below: experience, reflection and action as Dewey conceptualised knowledge.

Experience is the way in which persons are implicated in their environment, *is not an enemy or alien, a veil that shuts man off from nature; it is* a *means of penetrating continually further into the heart of nature* (Dewey J. , 1929, σ. 4). The knowledge processes are experiences of things that students sense and do in the classroom and as a result knowledge is experience, where memories and thinking processes (inside humans) and world and socio-cognitive inheritance (outside humans), are interconnected (Kalantzis & Cope, 2012, pp. 218-9). Knowing essentially is a mode of experience that comprises of thinking, reflection, and certainly action. It is both supported by, and in turn supports, thinking, reflection, and action.

In education, knowledge is the outcome of a self -planned and self-directed student action. Control is at the heart of the matter and it concerns actions and their consequences (Biesta 2014, 37). It is supported by the educator who develops the schemes of work and lessons in a particular societal, political, cultural and school/ education-based context, aiming to teach valuable subject concepts (here Democratic Citizenship) that is vitally important to be studied in education; since they are meaningful and beneficial for the students to know. Knowing in a classroom, is an observed change in the present, and an

anticipation of future consequences, made on the observation of present conditions. For that reason knowledge in the present is what is useful for the life of the person in the future (Dewey, [1916] 2002, pp. 393-4). This process involve different forms of action and interaction, thus enables the students to both act and understand the content through a process of conceptualisation, or re-conceptualisation. *This complex chain of actions and reactions leads directly to education which is comprised not only of knowledge of the content but of the experience of 'events with meaning' (Dewey 1929, 331). It concerns the relation between human actions and the consequences of these actions.*

Undoubtedly there is no dualism or separation 'between knowing and doing, theory and practice, between mind as the end and spirit of action and the body as its organ and means' (Dewey, p. 391). Thus, learning is identified as inner (neurosystem, brain, heart) and outside (body, environment) human action, and, therefore, knowledge, is the experience of doing and doing something again, whether simple or complex, related to the content that has been taught in school (Koukounaras Liagkis, 2020).

Action, thinking and reflection as processes by themselves do not lead to the acquisition of knowledge. Knowledge is deemed to be an interconnection of thinking, reflection and action including transformation in the present with something that would be distant in time or place. According to Biesta, that is the meaning of 'inference' of John Dewey, which entails the possibility of mistake (2014, p. 39).

To sum up, knowledge is an experience of acting and reacting with the content (EDC/HRE/IE). It is not only a matter of mind but also concerns the body, the person as a whole, and his/her environment. It is not something ambivalent in students' minds but real actions in and outside of humans; an interconnection of thinking, reflection and action. That process includes the process of transformation in the present with something that may be distant in time or place. It is certainly not a simple process that can be planned and applied in an one- or two-hour lesson. For that reason, education should provide 'events with meaning' that are useful/beneficial and sustainable for the present and for the future in students' lives. In other words to provide important content for the students (EDC/HRE/IE) in a meaningful way (pedagogical approaches Teaching methodology). Thereby the principles of experiential learning (Kolb D. A., 1984) provide an attainable platform of teaching methods and techniques to plan a lesson with meaningful activities where meaningful learning takes place (Koukounaras Liagkis, 2020)*.*

Methods and approaches

Modelling democratic attitudes/behaviours and democratic processes in the classroom and school

Teaching democracy means practicing democracy. An educational environment where the democratic values, attitudes and skills can be lived experience and meaningful events is the outmost condition of teaching democracy.

Communication between teacher and students constitutes the basic layer of the democratic educational environment with a sustained climate of trust, openness and mutual respect. The way teachers act and communicate implicitly support the development of awareness of the values, explicitly mirror democratic attitudes and also practice skills and critical understanding. Recognizing each student as a person with thoughts, emotions, and voice and as a member of the community where all –including the teacher- learn by doing and have educational experiences that the teacher designed based on what is useful/beneficial for the learners to know, describe a classroom with a democratic ethos. The teacher's attitudes and behaviours as well as their way of teaching model the democratic ethos and therefore contribute to the development of the students' competences of democratic culture.

Ask and also **listen to the students** about their needs, opinions, disagreements, learning styles, preferences on the aims or the content/topics of the lesson, choices about what and how to learn (Tomlinson, 2005). Don't hesitate to have time for reflection in the end of each lesson in order to articulate what they learn; express what works or did not work for them during the lesson. A 'suggestion box' (real or virtual) can also give the opportunity to students to share ideas, give feedback or suggeste even anonymously, for some reasons.

Decide with students about setting the ground rules, resolving a problem or developing the syllabus of the school year (Canter & Canter, 1992; Davies, 2005) . Try to include voting for many reasons even for subject matters. Debates, problem-solving techniques, moral dilemmas, mock trials, parliament/ congressional simulation, role-play and drama/theatre activities are activities that can be included in lesson plans. In so doing, students and teacher together can 'rehearse' in a safe space, situations of real life which otherwise would not have had the opportunity to go through;.

Be polite with everyone in any case in and out of the classroom, in any encounter with members of the school community even if/when you have to correct a mistake or to address a situation where something is wrong.

Get to know the students as people; develop effective educational experiences that motivate, challenge, engage and above all educate students.Curriculum topics and activities should be related to student interests, capacities, perceptions and perspectives. Therefore, learn and use student names. Built the community and the members' interconnections during the three first weeks of the school year and keep doing it during the whole year. Observe students in and outside the classroom to get information about their personalities, friendships, skills, interests and potential. Take a chance to speak with students' parents to show that you are interested in each student, not only as a student but also as a person (Kellough & Kellough, 2008, σσ. 118-9).

Praise effort as well as achievement in front of all students verbally or not e.g. a simple nod or a thumbs up (Reece & Walker, 2007). But try not to over-use praise or to use 'global praise' that says nothing, especially just good words to everyone in the classroom.

Be informative and specific. It is important not to say 'very good' commenting the effort or the achievement in front all students but to point out what about the student's response or action was so good (Kellough & Kellough, 2008, σ. 144).

Develop positive relationships in the classroom, the staffroom, the school building-with every member of the community (Hattie, 2009; 2012).

Engage in dialogue in an open safe space where students feel free and confident to voice their thoughts, pose their questions and state their disagreements. It is important to feel in practice that they are respected by the teachers and all the other students (Hattie, 2009; Alexander, 2005).

Work collectivelly with students as a group to address learning tasks all together sharing the same experience which is conceptualised in the classroom individually and collectively (Alexander, 2005; Kalantzis & Cope, 2012). Be actively a member of the community but not a students' peer. Remember that the teacher is the only experienced adult in the community, so the best resource of knowledge for the majority of the topics as well as the fascilitator of the activites that he/she has designed appropriately for the students.

 'Classroom management, conflict prevention, shared decision making, shared responsibility for learning, respect in classroom communications, etc. are harnessed to teach the values, attitudes and skills included in the CDC model, in a holistic approach, transcending the function of organising the learning sequence. The holistic perspective is manifest in the coherence between teaching and assessment procedures' (CoE, 2018, p.30).

Finally, teachers should do action research (Carr & Kemmis, 1986) into their work and practices focusing as well as reflecting on how they teach and promote democracy daily, with his/her attitudes and behaviour. They can conduct conferences and interviews with students and sometimes parents as well, and also ask colleagues to observe their teaching as critical friends in order to gather information about how –and even if, they teach democracy in the classroom. Since an action research always aims to change or to improve practices involving the whole community and especially the students (e.g. includes students' interviews), it can be a tool to develop democratic culture and empower everyone to participate and act in order for things to optimise.

Co-operative learning

Most of the competences for democratic culture and intercultural communication could be achieved by team-work in school. That concerns students and teachers. Democratic classroom mirrors an interplay between

people and social learning processes with a number of effects at both the individual and the social level as well as the combination of these two.

The involvement of students into co-operative activities could develop their co-operational skills as well as their listening and communication skills, conflict-resolution skills but also skills such as openness towards cultural otherness and respect. Different possibilities for cooperative learning occur every day in the classroom and also a variety of forms can be applied in different settings. It is more a principle rather than a method with its origin in social learning (Vygotsky) and democratic education (Dewey). Thus, the basic elements of working in groups or in pairs in the classroom are:

Positive interdependence because everyone can contribute and make an effort

Individual accountability since everyone has the opportunity to take part hence each input and effort is valued.

Equal access because everyone can participate with non-discriminatory.

Simultaneous interaction which increase all students' participation and engagement.

Educational activities using co-operative learning principles are much more effective than a monologue or a lecture about prejudice and discrimination since they can decrease tensions and aggression between students and prevent violence and reduce conflict (Council of Europe, 2018, pp. 33-4). Importantly cooperative learning can have different effects related to democratic culture:

Improvement of everyone's own performance through cognitive activation.

Strengthening of the motivation and self-efficacy beliefs through regular exchanges with other students.

Development of the social competences of students through thematisation and practice of social skills.

Development ofself-competence through regular reflection on a meta-level.

Learning about other ways of thinking and feeling by working together with alternating learning partners (Berner, Ister, & Weidinger, 2018, p. 90).
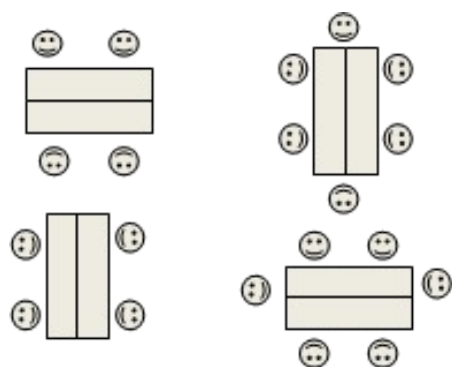
Cooperation in the classroom always follows individual work, then exchanges in the team and presentation to the whole class/community. In order for the classroom to function as a space for cooperation and the educator must keep the desks, then these should be placed as follows:
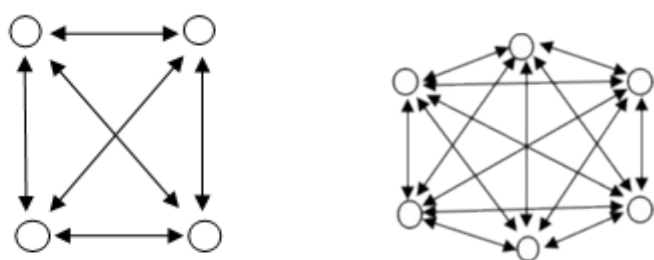
The classroom

In such a classroom with groups of 4-6 the communication grid between members is as in the following figures:

Communication grid

That means that the team work needs all students to work with defined roles which can promote collaboration and engagement effectively. Possible roles in team work are according to Kagan (Kagan, 1994):

Roles	Description
Activator	Encourages hesitating or timid students to participants
Builder	Appreciates the contributions of others and recognizes their performances
Gatekeeper	Is vigilant about balanced participation and does not tolerate dominant behavior
Watchperson for questions	Ensures that all questions can be asked and answered
Controller	Verifies that everything was understood
Assignment descriptor	Distributes the assignments and makes sure that they are completed
Minute keeper	Records ideas, decisions, and plans
Progress Supervisor	Informs the team about their progress(or lack thereof)

Preventor of disturbances	Ensures that the noise level is not excessive
Custodian of materials	Collects and returns materials
Time keeper	Monitors time and adherence to time constrains

Student groups can be formed in different ways (random, educator-generated, self-selected). What is advisable is to change the composition of the teams regularly using different ways to team up, so that the same students do not always end up in the same team.

The random formation is the simplest and most efficient way, especially in large groups. Giving numbers from 1 to the number of the teams or asking them to line up according the first letter of their names or their birthday and then dividing them in teams are active ways of random formation.

Educators can use information of the students as criteria that they use to form teams. That can be by gathering information through a questionnaire or using the students' common interests or their academic abilities (stronger and weaker), relationships or levels of acquaintance and cooperation.

Students may feel more comfortable and motivated when they are able to self-select a team. They also find it fairer. Researchers indicate that in smaller classes and for short-term projects self-selection of teams might be more efficient, although others address the lack of balance , the isolation of under-represented students and social destruction between familiar members (Baepler, Walker, Brooks, Saichaie, & Petersen, 2016, pp. 132-135) as issues of self-selection.

Implementation in pairs

-       Following a brief introduction of the assignment, pairs (a,b) are formed. Both work on the same task individually at the first phase, then they exchange the results and one presents the results to the whole class. This might be a part of the think-pair-share activity/process.
-       Following a brief introduction of the assignment, pairs (a, b) are formed and both work on different tasks or texts individually. Then they form new pairs of experts (aa, bb) and they discuss their results jointly. At the next phase, they return to their original pairs (ab) and exchange results and write down the final thesis which is presented to the whole class.
-       Following a brief introduction of the assignment, pairs (a, b) are formed and work on a provided by the educator questionnaire. They alternate in answering questions giving between each other supplementary information. In the end they present the results to the whole class.

Implementation in groups of four

-        'Think-pair-share' is a well-known technique. Following a brief introduction of the assignment students firstly work individually on a task, text, exercise and then form pairs (a, b) to exchange their results. After that every pair join another pair sharing in to a group of four their results. In the end every group presents the final results which are an outcome of an exchange and cooperation.

-        'Think-share-think' starts with individual work on an assignment or exercise, then they share in groups their work, collecting, negotiating and shaping ideas and finally they finalise their thesis individually building the new collective knowledge into their individual cognitive structure.

-        Following a brief introduction of the assignment, different groups are formed working on the same topic (or a subtopic) usually using a hand-out with instructions and tasks which is provided by the educator. The results can be presented or displayed (e.g. a poster)'a discussion and feedback from the whole class is used to complete the activity. In the case of working on subtopics, presentations and the discussion need much more time.

-        Following a direct instruction on a topic, the students are divided into groups and each group works on a different task with different resources or on different problems related to the topic. In the next phase each student answers a test conducted by the educator and their results which are evaluated with points are added up for a group final result. Finally the group has a chance to improve their results by a repeated test in order to avoid targeting the 'weak' students and reduce the competition (Berner, Ister, & Weidinger, 2018, pp. 92-94).

Implementation in large groups

-        The educator can arrange a debate in which students are divided into two opposing teams in order to argue and present preassigned and researched topics. The two teams have the time to present 1-2 speeches/arguements which are followed by rebuttals from each time. Alternatively a third group of students is the audience which is called to vote the team whose arguments persuaded them the most.

-        A simulation of a jury trial may transform the class to a courtroom in which all the students are called to have a specific role (e.g. judge, recorder etc) and in the end everyone comes to a decision.

-        A simulation of a conference with organisers, presenters and audience can motivate students to research and practice on presenting the results of their research, answering questions also writing academic papers (abstracts, references etc). The organization of the conference is also effective for the development of students' skills, knowledge and self-confidence.

-        A roundtable of 3-5 students to discuss a topic, a problem or issue is used mostly in secondary education. The rest of the students are the audience so they can ask questions or comment after the discussion. One of them can be the moderator and one the time keeper.

-        A symposium can be arranged as a roundtable with the participation of each student who is called to speak and present his/her arguments on a preassigned topic researched by him/her. One student can be the moderator.

It is recommended to arrange more than one period of questions during the application (Kellough & Kellough, 2008, p. 332).

Finally, the table below can be used to reflect on if educators really teach democracy by their teaching. The distinction is clear between different approaches with different results (Kellough & Kellough, 2008, p. 226).

Pedagogical approaches-Co-operative learning		
Delivery mode of instruction	**V**	Access mode of instruction
Didactic instruction	**E**	Fasilitative teaching
Direct instruction	**R**	Inquiry based learning and experiential learning activities (indirect instruction)
Direct teaching		Direct experiencing
Expository teaching	**S**	Discovery teaching
Teacher centered instruction	**U**	Student-centered instruction
Assessment is teacher's task	**S**	Students with teacher assess the outcomes and reflect on them
Same goals for every student		Diversification of teaching and its objectives/intended learning outcomes

Dialogical learning and teaching practice

The epicenter of the dialogical learning is the process of an individual who thinks and reflects on a matter, exchanges then his/her opinions and experiences with others presenting evidence or reasons to support his/her particular position and finally all together as a team conclude or solve a problem. That means that a democratic citizenship educator can use discussion as a teaching technique and simultaneously teach discussion,educating students how to participate and engage in dialogue.

Characteristics of classroom discussions

a. A classroom discussion should be open for all students. They should all be able to participate equally, expressing themselves, having their point of view heard by the others and listening/responding to each other even when they disagree .

b. A classroom discussion should be open to multiple perspectives and sometimes different between them without a predominance of a specific view.

c. A classroom discussion should be an explorative and interactive talk but students should substantiate their points of view with arguments presenting, therefore, evidence or reasons.

d. A classroom discussion needs meaningful content which provides opportunities to students to inquire, question and experience it from different perspectives that enhances their critical understanding.

e. A classroom discussion needs an educator who allows space for the students' perspectives to flourish, trying to leave more control to them in order to mobilize everyone into interaction.

f. A classroom discussion has authentic and genuine questions with no pre-specified answers. On the contrary, there should be space for a range of answers which are listened to by others and especially by the educator who is, moreover, interested in students' opinions. (Schuitema, Radstake, van de Pol, & Veugelers, 2018)

Project-based learning

The project learning pedagogical approach is appropriate for cross-curricular approaches and inter-disciplinary issues as well as for a specific subject of the curriculum. It can be conducted with a small but also big groups. The main characteristic is that the project approach aims to engage students in independent, action-oriented team inquiry of topics which the students choose because they are important for them. It lasts a number of weeks and as usually it is structured in a consequence of particular phases:

1) Preliminary choice of a topic of study. It can be an open question as well.

2) Preparation phase. Collection of information about the topic, first insights into the topic and material about it. Organisation of the information gathered, formulation of the project goals, and establishment of the project structure and the first time schedule.

3) Introductory phase. Team building and agreement between all the participants about the action and the intended outcomes.

4) Implementation phase. The students follow the required steps with the educator's support in order to prepare the product working individually, in teams or all together. Their work and the final product can take various forms. They can gather and review material, analyse different types of resources, interview people etc. and their product may be a publication, art-work, performance, event, podcast, video-film, poster, website, conference.

5) Evaluation phase. Reflection on the process, the experience, the team relationships, and the outcomes.

6) Presentation and Assessment phase. The team presents the product getting feedback from the whole class or others and proceed revisions if

needed, finalising the product. Finally, they decide whether the project results should be published and in which form.

It is apparent that the educator mainly facilitates the whole process empowering students and encouraging them to cooperate and support each other.

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