EDUCATION FOR DEMOCRACY

A Guidebook for Educators

Matthew Hiebert

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Matthew Hiebert

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INTRODUCTION
A Thought Experiment in Education

Imagine two students, in two classrooms, in two very similar schools. Imagine that the two students are alike in many ways. They both come from similar family backgrounds and live in similar communities. They are both well-meaning and earnest children. They both have loving parents, with the average ups and downs of the average family. While they have much in common, chance has separated Shiva and Shirin.

Shiva's Classroom

Shiva spends her days in a traditional classroom. It is quiet and orderly. The teacher maintains excellent control over her pupils. The desks are arranged into neat rows, and anyone walking in would be struck by the diligence and obedience of the students. At any given moment, an observer would hear just one of two sounds, the teacher's well-practiced lecture, or the quiet hum of students working at their desks.

Shiva and her classmates spend their days listening to their teacher, who lectures expertly from the front of the room. Sometimes they read from their textbooks, or do exercises in their workbooks. When they are uncertain about something, they try their best to work it out, but they often end up struggling along without gaining a clear understanding. While their teacher is cordial with them, and they respect her a great deal, they are very hesitant to ask questions because they are afraid of gaining her disapproval, or of appearing ignorant in front of their peers.

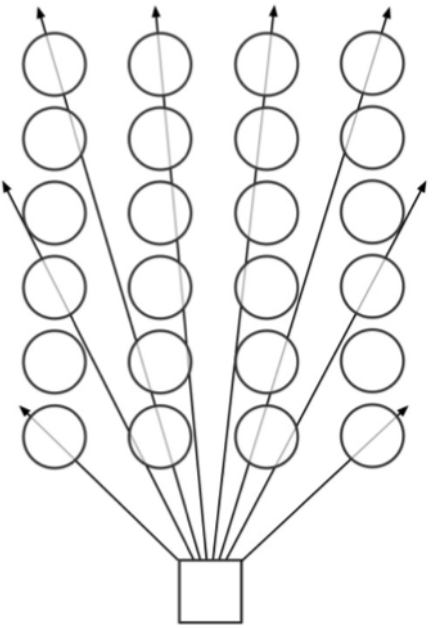

Figure 1. Communication in autocratic classrooms flows mainly in one direction.

The teacher has strict control in the classroom, and the students wouldn't dare to cross her. Although the lectures are often long and boring, and the students struggle to pay attention, they know the rules well, and more importantly, they know the consequences for not following them. It is a struggle for their young minds and bodies to stay seated and silent throughout the day, but they do their best to behave well. The consequences are harsh, and occasionally it is necessary for the teacher to make an example of a student who gets carried away and misbehaves. The teacher is both judge and jury, the ultimate authority in the classroom.

And the teacher's authority extends to the subject matter

the students are studying. She is the holder of truth in the classroom, and her job is understood by all to be to impart her considerable knowledge to the students. The monopoly of teacher's expertise is challenged only by the textbook, from which most of her lectures originate. The students learn by listening to the teacher, by reading from their textbooks, and by practicing independently at their desks.

Because the content the students learn comes from their textbooks, or in the form of dry lectures, the students in the class don't feel much personal connection with the topics of study. While they are eager enough to learn, they see little relationship between the knowledge they are acquiring, and their lives outside of the classroom. It is abstract and theoretical, with little practical relevance. They seldom debate or discuss it, and whatever opinions they might form are those that are embedded in the textbook and the lectures.

Although there are many students in the class, their daily experience is ultimately quite lonely. The classroom arrangements do not permit much interaction, and their evenings are spent alone as well, studying from their texts. What's more, there are competitive undertones in the class as the children vie for recognition, and approval from the teacher. While the successes of the top students may be celebrated, the predominant feeling amongst the students is one of fear and insecurity.

Scores on tests are a big part of this. In fact, assessment, and in particular the end of year exams, are a major focus, and provide the definition of success and failure in Shiva's class. The students study hard, and they feel the

In what ways does your classroom resemble Shiva's classroom?

In what ways is it different?

pressure mounting throughout each year as the examinations approach. In the weeks leading up to the exams, the students feel increasingly anxious, and many suffer physical effects of stress and sleeplessness. The students cram for the exams as well as they can, until their heads are almost swimming, until finally the exams are done, and they are safe to begin forgetting until next year.

Shirin's classroom

Shirin, on the other hand, spends her days in a different kind of classroom. The differences are obvious the moment one steps in—the room is vibrant and alive. Most striking is the level of activity in the classroom. Everyone is engaged in activity, and many are in dialogue. Shirin's teacher is prominent in the classroom, and is circulating around the room, sometimes speaking with groups, sometimes with individuals, providing guidance, or posing questions. Also notable is the physical arrangement of the classroom. Rather than tight rows, the desks in Shirin's classroom are arranged into clusters, which seems to promote all sorts of interaction during class.

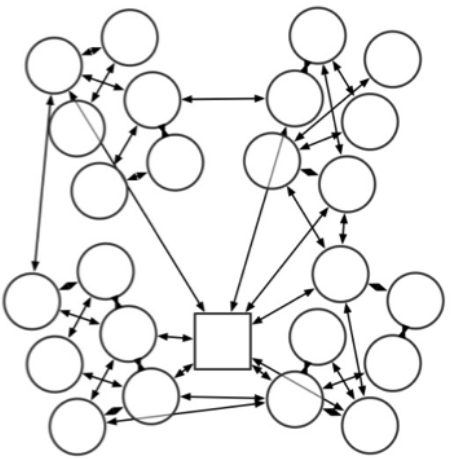

Figure 2. Student centered classrooms are highly interactive, with two-way communication between students, and with their teacher

Shirin and her classmates spend their days like this,

engaged in discussion and projects, and a wide range of activities that have them interacting with one another; sometimes working individually, sometimes collaboratively. The students are full of questions, which they pose liberally to each other and to their teacher, and their teacher, too, poses questions to them—challenging their understandings, but also with genuine curiosity to hear the students' perspectives.

In Shirin's class, the teacher does not worry about controlling students' behavior. They are interested and engaged in learning activities, and have no inclination to misbehave. While there is a lot of activity in the classroom, the teacher and students have established routines and procedures for working together. They have a series of cues that they use when the teacher needs to speak to the whole class, or when students need something themselves. Occasionally a student may get overly excited, or students may be engaged in a debate that becomes heated. In such cases, their teacher intervenes to help the student(s) work out the underlying issues, often providing coaching on how to better manage their behavior or emotions.

Through her actions, Shirin's teacher has earned the respect and admiration of the students. She is a role model, and her authority in the classroom has been gained through leadership and trust, not fear. The students know she is a reliable source of guidance and support. Her lessons often begin with interesting questions, which the class will inquire into together. She makes a point of minimizing the time she spends lecturing, and encourages discussion amongst students in their clusters. She also encourages the class to raise questions about what is being taught. She has found that this helps to engage students and spark their curiosity.

The children have textbooks, of course, but they seem to have a different position in Shirin’s class. They are only drawn on

as a resource, and not the only one. Shirin's teacher has made an effort, over the years, to bring in other resource materials that are related to the topics of study. When information is needed on a given topic, the students are encouraged to seek out that information in the resources available. Through this, Shirin's teacher has helped them to understand about biases, and how information can be used in different ways to support different perspectives. Encountering different perspectives, the students often end up debating amongst themselves, sharpening their minds and their mouths in the process. The classroom is characterized by high energy, engagement, and dialogue.

What aspects of Shirin's classroom do you think would have the most significant impact on students' experience?

Like all Iranian schools, Shirin's school participates in annual state examinations. While the students in Shirin's class know these are important, they don't fear them. Through their activities throughout the year they have developed confidence, and they know that their teacher's classes always do well. For her part, Shirin's teacher sees the exams as an opportunity for her students to demonstrate how well they have mastered the topics of study, and she knows she has prepared them well. She assesses them on an ongoing basis, using shorter versions of tests, and other assignments, on a formative basis, to identify their strengths and weaknesses, and to provide feedback on what she needs to reinforce in class.

Analyzing the impacts

Shiva and Shirin both attend schools with similar characteristics. Both have experienced, capable, and well-

meaning teachers. Both classes follow the same curriculum and have the same basic resources. Yet, their day-to-day experiences are vastly different. Through these different experiences, the students learn things other than knowledge and skills. These aren't things which are written into their textbooks or the curriculum. They are not tested in the annual exams. This learning relates to the deeper formation of their character. It is, in part, the result of what Shiva and Shirin, respectively, are "practicing" each day. Their daily practice soon becomes habit, and, over time, becomes internalized.

Day after day, month after month, Shiva spends the majority of her time sitting, listening, and following instructions. Over time, the vibrant curiosity of her childhood dissipates. She becomes docile, disengaged, and obedient. She has little interaction with others, or with the content of study. She does not develop opinions of her own, or even the foundations on which opinions are based, and as such, becomes highly susceptible to the influence of propaganda.

For her part, Shirin spends most of her time actively engaged in discussion or inquiry, or developing projects of her own. Her own curiosity changes over time, becoming more mature and focused as she becomes wiser and less naive. Over the course of the year she develops rhetorical skills and critical thinking, as well as a confidence in her own ability to question others, and respond to questions herself.

While Shiva and Shirin have both studied from the same curriculum, Shiva has learned is complacence, while Shirin has learned empowerment. The differences in their learning take time to develop, through sustained experiences in two very different kinds of classrooms. Most of us are not used to thinking about learning in this way. What they have learned is not knowledge, and it's not skills. It is deeper even than attitudes. It is the formation of their character and the

development of their dispositions. It seems more similar to "socialization" than the way we usually think about "education". And yet, it happened in school.

If an outsider walked into your classroom, what would they see?

What is the cumulative effect of your classroom conditions on the students who spend their days with you?

This type of learning is not the result of conventional teaching. We usually think of teaching as an explicit act—often some kind of lecture or instruction. But much of what Shirin gained was not the result of any explicit instruction. Quite the contrary, it came from rich experiences in adapting to a different kind of classroom culture than the one Shiva spent her days in. That culture may be difficult to describe. It may seem somewhat ethereal. But in fact, there is nothing mysterious about it. It is the result of many tangible differences—some seemingly minor. We could begin listing these out from the two examples: the arrangement of desks, they teaching strategies, the way textbooks are used, they degree of interaction, and so on. Section Four of this Guidebook outlines these differences and more, systematically, along with suggestions for how to start building a more democratic and student-centered classroom.

What aspects of the Iranian school system serve to maintain the status quo and limit social development?

Education has a critical role to play in the development of citizens that are well informed on important issues, and equipped with the necessary knowledge and skills to exercise their political rights and responsibilities. However, knowledge and skills are not enough, since democracy requires, more fundamentally, citizens to be engaged, and

disposed to think and act in accordance with democratic principles such as justice and equality. It requires citizens who are prepared to engage in meaningful dialogue with one another, to work through differences, and to work together in spite of differences. The remainder of this Guidebook will explore the kind of learning necessary for active democratic citizenship, and what education professionals can do to facilitate that learning. The content is divided into five main sections, as follows:

- **Section One: Foundations of Education for Democracy** discusses the concepts of education and democracy in general terms, in order to provide a foundation for the more detailed and practical sections that follow. Both concepts are discussed in far broader terms than their conventional usage.
- **Section Two: A Well-Rounded Concept of Education for Democracy** discusses the relationship between democracy and education, and presents a model for considering how this relationship might be strengthened.
- **Section Three: Democratic Content** discusses the kinds of content that might be considered appropriate in education for democracy, going beyond the conventional approach of content about democracy, to include also consideration for the kinds of issues of concern in a democracy, as well as "democratized" content—that which eschews the top-down approach and gives greater consideration to students' interests and priorities.
- **Section Four: Democratic Context** builds on the basic idea that students' learning is not limited to the explicit content they study, and discusses how the contextual factors in their educational experiences might relate to their learning of democracy and their development as democratic citizens.

- **Section Five: Implementing Education for Democracy** provides practical strategies and guidance for implementing the more theoretical recommendations in the preceding sections. It also includes considerations for parents, and adult educators, for how the contents of this Guide might be adapted to different contexts.

SECTION ONE: FOUNDATIONS OF EDUCATION FOR DEMOCRACY

As the examples above illustrate, many different factors contribute to students' experiences at school. These factors exert a steady influence on students and contribute immensely to their socialization. Although other factors outside of school also contribute a great deal, most notably their family life and the mass media, students spend a significant proportion of the waking hours of their formative years in school.

Schools are entrusted with tremendous responsibility—the education, and a substantial part of the socialization of a society's young people. If we stop to reflect on what this should entail in the context of developing democracy, it quickly becomes clear that we are talking more about the development of children's character and values, their ways of thinking and acting, rather than kinds of learning we usually associate with schools.

As the examples of Shiva and Shirin illustrate, this deeper aspect of students' learning is not so much a function of "what" is taught. Rather, it is more a function of "how" students are taught, and the many other factors that contribute to their experience in school. It is that overall experience that shapes and conditions children. This points to a different way of thinking about education than what most of us are accustomed to, where the learning process resembles a process of enculturation. Because we are concerned about developing democracy, we should therefore think about education for democracy as induction into a culture of democracy. Before getting into the details of what this looks like, let us first come to a common understanding of what we mean by "education" and "democracy" in this context.

A Well-Rounded Concept of Education

From Transmission to Construction

> "We should think about education for democracy as induction into a culture of democracy." Based on this line of thinking, do you think that all learning is cultural learning? Is all education, in fact, socialization?

Historically, the idea of education in most societies involved the transmission of knowledge and skills from experts to disciples. However, advances in psychology and cognitive science have discredited the perspective that knowledge can be "transmitted" with the recognition that our brains are constantly involved in processing and making meaning of external stimuli. Brains are not empty vessels waiting to be filled. Rather, our brains are continually involved in a process of interpreting and responding to the stimuli around us. These stimuli include the words we hear and read, as well as other aspects of our

experience including a lot of non-verbal cues. Our brains attempt to make sense of these stimuli, and to reconcile each new experience with our previous experiences. Throughout this process, our perspectives, theories, assumptions, biases, and attitudes continually evolve based on these experiences.

> Do you agree with the idea that all knowledge is constructed by the individual? If so, how might you explain the kind of learning that results from an effective lecture versus an ineffective one?

It is now well recognized that learning cannot be simply transmitted from teacher to student. Rather, all knowledge is constructed by the student, in response to interactions with their surrounding context (including listening to their teacher's voice). The learning process is one in which the child is actively engaged in making sense of various stimuli, in light of their previous experiences. This educational perspective is termed constructivism, and it forms the basis for contemporary best practices in education around the world. Constructivism has major implications for the practice of education, including a strong critique of the notion that lecturing is invariably the most efficient and effective method of teaching. Constructivism encourages teachers to consider the way in which students will internalize new ideas, interact with and critique new information, and apply new skills, rather than just hearing or reading about them. In this context, lecture-based teaching is viewed as just one of many teaching and learning strategies, and one which requires pairing with more interactive methods in order to result in deep learning.

From teacher centered to student centered

Traditionally, the teacher has been the focal point of most

classrooms, resulting in a pervasive emphasis in education on teaching, and the content being taught. Constructivism has contributed to flipping this orientation around to place greater emphasis on students as the focal point of the classroom, with an emphasis on the learning process and learning outcomes, rather than teaching and what is taught. These may appear to be differences in words only, and of limited consequence to the practice of education, but words have significant bearing on how we think about things. How we talk about something is very closely related to how we think about it, and this has implications for how we act.

> Most educational systems and institutions reflect an entrenched teacher-centered philosophy of education. Where can this philosophy be observed in things like education policy, curriculum design, instructional planning practices, and classroom layout?

The constructivist perspective has resulted in a dramatic shift in instructional approaches. The traditional teacher-centered perspective, tended to view learning as a process of direct transmission from the expert to the novice. This orientation naturally relied most heavily on lectures and expert-selected readings, resulting in a process in which students are largely passive recipients of knowledge. The student-centered, constructivist perspective places a much greater emphasis on students as active learners, emphasizing the importance of having them interact with the material they are learning. Therefore, instructional strategies involving discussion, questioning, seeking out and manipulating information, developing projects, and so on, have are much more in line with constructivist thinking. A sample rubric for assessing (or self-assessing) student-centered teaching is included in Appendix A of this Guide.

From one dimensional to multiple factors

Another implication of constructivist thinking is that the educational process is now understood to be much more complex than previously thought. In the teacher-centered model, teaching and learning simply involved the transfer of knowledge or skills from teacher to student. The understanding of the process was very much one-dimensional. The constructivist approach emphasizes that new thoughts, ideas, skills, and perspectives are created by each child, with individual differences related to each child's background, personality, character, prior knowledge and experiences, interests, and so on. While new information may be conveyed by a teacher, that information is interpreted and processed by each child in their own unique way as it is incorporated into the child's cognitive schemata. The learning process has come to be viewed as a process of the learner making meaning from external stimuli and internal reflections. While the words uttered by the teacher or written in the textbook are certainly important, they are perceived by students alongside and in relation to other stimuli, thoughts, and experiences. For example, if a teacher talks about ideals such as critical thinking or civic respect, but does not themself demonstrate the relevant behaviors, or if the environment in which they are studying contradicts these ideals, then students' experience—and hence, their learning—will be affected by these discrepancies.

With the recognition that learning is constructed within each child, there has been a corresponding recognition that children's prior knowledge and

What are some of the factors beyond teacher talk and textbooks that might contribute to the learning of students? From your own learning experiences, what factors had the biggest impact (positive or negative) on the way you developed?

experiences matter a great deal, as do the whole range of stimuli from which the child is trying to make meaning. The whole experience of the child is important to their learning and development, including but not limited to the teacher's words. With this, comes the recognition that the learning environment, in all its complexity, itself contributes to the child's education. There are a multitude of factors involved, and diligent educators must give full consideration to these factors, which include not only the contents of instruction, but also social factors, institutional arrangements, and even the physical conditions in which learning takes place.

Character development and the hidden curriculum

With these new understandings of learning, and the recognition that there are many factors involved in what is learned, comes the realization students in school are learning a great deal more than what teachers had previously thought they were teaching. Apart from the explicit subject matter, students are developing assumptions about the world, internalizing values, developing perspectives, adopting

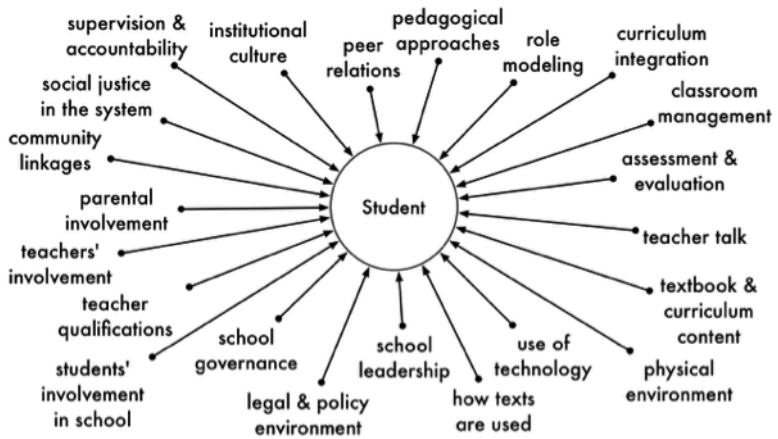

Figure 3. Many discrete factors have an educational effect on students, and these can be either positive or negative.

behavioral patterns, and so on. Collectively, this side of learning has been referred to as a hidden curriculum. It is hidden in the sense that it is not explicitly taught and learned, and teachers themselves often don't have awareness of it. However, while the hidden curriculum itself may seem somewhat ethereal, it is nonetheless attributable to a number of tangible factors, such as those which differentiated Shiva's experiences from Shirin's in the scenario above. These factors are of tremendous concern in civic education, because their impact on students' character development is, very likely, much more profound and enduring than anything a teacher might say with words. The hidden curriculum is broadly considered to contribute more to the political socialization of students than the formal curriculum.

The factors involved

While the hidden curriculum is not taught and learned in the same manner as conventional subject matter, it is nonetheless imparted to students by tangible aspects of their experience—some of which can be influenced by the teacher. The list of factors that "teach" the hidden curriculum is very long. It includes everything from conspicuous factors like the discipline systems (rules and consequences) and physical arrangement of the classroom, to much more subtle factors like the type of peer interactions, the daily routines and procedures of the school/ classroom, the way in which textbooks are utilized, and the degree to which subjects in the curriculum are integrated, and so on.

> While this Guidebook focuses on formal educational settings, the principles can be used in other contexts. Consider what factors are involved in the socialization of children at home, and what parents may be able to do to improve the hidden curriculum of their home life.

Certainly, the values of the teacher and the school system are embedded in the policies and social fabric of the school, by the decisions that are made in how the school and classroom operate. Students are highly attuned to their environment, and adapt to it, and their development is therefore guided by the values embedded in that environment. All aspects of this environment (physical, social, institutional etc.) need to be considered in terms of what subtle messages they might be sending to students about what is good, what is important, what is valuable, and so on. Figure 3 above shows a number of the prominent contextual factors that should be considered. Each of these factors has the potential to influence the way that students develop as citizens, and will be discussed in some detail in Section Four of this Guidebook.

Nested systems

It may be apparent from looking at the factors in Figure 3 that while some factors like pedagogical approaches are well within the control of the teacher, others like school governance are things which the teacher may have only indirect control or influence over. Still others, like supervision and accountability, are things that the teacher has almost no influence over. While

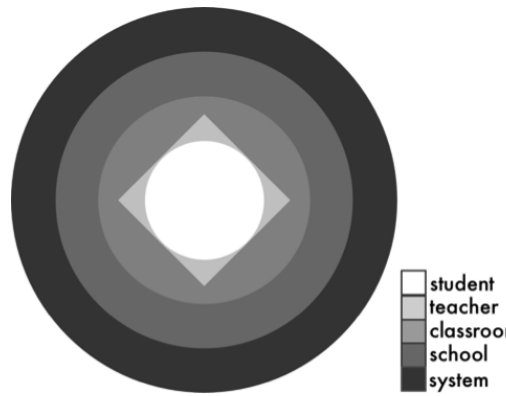

Figure 4. A "nested system" view helps to illustrate how the different layers of context fit together to shape the student's schooling experience.

teachers have considerable autonomy in the classroom, much of what they do is guided by decisions that are made at the school or system/ board level.

It is useful to think of the child's experience at school as taking place in a nested system, as shown in Figure 4. In the diagram, each of the "levels" of the system is represented by a circle. The student is at the center of the diagram because it is their experience and development which is of interest here. While each student's experience will be personal and unique to them as an individual, each level of the system has a role to play in shaping that experience. What happens in the classroom is influenced by school level factors, and decisions at the school level are influenced by system level factors. The square shape is used to represent the teacher because there are aspects of the student's experience that are mediated by the teacher, but there are other aspects which are not—such as their interactions with their peers.

The role of the teacher

In considering the changing role of the teacher, what kinds of specific teacher behaviors would you expect to see less of and more of?

This view of education, as involving a wide range of factors beyond mere explicit instruction, has important consequences for how we view the role of the teacher. In the transmission-oriented/ teacher-centered model of education, the teacher's job was a straightforward matter of delivering lectures from the textbook. In this view, the subject-area expertise of the teacher was viewed as being of utmost importance, and very little consideration was given to pedagogical skill or pedagogical content knowledge. While terms like "lecturer" and "instructor" are sometimes used

interchangeably with the word "teacher", alternative terms like "facilitator" and "coach" may more accurately reflect the kind of role discussed here. Each word has its own nuances that suggest certain kinds of educational practices, and may be relevant to certain contexts or institutions.

Contemporary thinking on education suggests that, instead, the teacher's job is more about the creation of learning experiences for students. This, of course, involves making educational content available to students (and lectures are indeed one way of doing this), but it requires teachers to consider the other methods for helping students to learn and internalize that content, to think critically about it, to be able to apply it and adapt it to other context, and so on. It also requires teachers to consider the broader educational experience of students, and their comprehensive development, which goes far beyond content-area learning objectives. This new role includes consideration of the plethora of other factors involved in students' daily experiences, of which those in Figure 3 are just a few. The teacher's job, therefore, is to arrange all of the factors, to the extent possible, to create meaningful experiences for students that relate to the underlying educational objectives. While teachers have historically been responsible for imparting formal curricula, these new understandings about education create the potential for teachers to become much more active and intentional about the hidden curriculum which their students learn as well.

A Well-Rounded Concept of Democracy

The basic meaning of democracy

Although the above concept of education is helpful in understanding education's political role, it is important to

spend a little bit of time discussing what is meant by democracy itself before getting too far into a discussion of how education can support democratization. Defining democracy in simple terms can be difficult, because it has many meanings, and these meanings are vibrantly debated. Democracy can be, at the same time: a style of government; a mode of decision-making; an ideology; a set of values; or an understanding of rights, responsibilities and relationships. Fundamentally, democracy refers to the idea of social equality. It finds its political expression in the many ways in which the members of an organizational group are able to both balance and exercise influence and control over that organization. In general, this results in a style of governance in which those affected by decisions participate meaningfully in making them.

> What does democracy mean to you? Try making a list of 5 terms, which you associate most closely with the term democracy. Comparing your list with others, you will likely begin to see how personal the idea is. In the spirit of democracy, no one definition is imposed to the exclusion of others. But there are, nonetheless, some definitions that are more useful, more accurate, or more inspiring than others.

In the context of most established democracies, the term refers to a political system in which decisions are made either directly by citizens through referenda, or by representatives elected by those citizens. However, the concept of democracy also extends beyond formal political systems, and into the civil society, where citizens are able to express their ideas and participate in deliberative processes that ultimately contribute to decision-making and development. It also involves many other institutions which are necessary for the maintenance of democratic control, including a strong education system to cultivate citizens which are informed, engaged, and critically-

minded, as well as an independent media, some separation of powers at the state level, and so on.

A word about elections

Is it possible to have democracy without elections? How about autocratic governance in spite of free and fair elections? What might these scenarios look like?

While elections and referenda may be conspicuous features of most democracies, the idea of democracy is by no means limited to elections. In fact, if discussion of democracy focuses too much on elections, it can marginalize other fundamental components of most democracies, including: individual rights and responsibilities, such as free speech; open/ independent media; judicial independence; mechanisms for addressing socio-economic concerns such as poverty and discrimination; rule of law; and fair and transparent processes of lawmaking and enforcement. In a healthy democracy, participation in democratic life should be understood to be much more than participation in elections.

Democracy and citizen participation

Perhaps most fundamental to a discussion of what education for democracy should entail is the fact that democracy is predicated on the assumption of informed, active participation of citizens in the decisions that affect them. This participation includes participating in formal processes like elections and referenda. Voting is so fundamental that in some democracies there is a legal requirement for this aspect of democratic participation.

However, as alluded to above, the expectation for citizens

to participate in democracies goes well beyond these formal processes. The rights and freedoms enjoyed by democratic citizens are contingent upon those citizens taking up additional responsibilities beyond the basic minimum of acting in accordance with the law. In healthy democratic societies, citizens from all walks of life are engaged in public deliberation over new laws and policies, in organizing themselves so that their collective needs will be noticed and addressed, in peaceful protests, in monitoring their government and private companies to ensure accountability, and so on. Civic participation, in a variety of forms, is fundamental to the healthy functioning of a democracy, and to the democratization process in general.

SECTION TWO: A WELL-ROUNDED CONCEPT OF EDUCATION FOR DEMOCRACY

Politics and education

Education is inherently political, and contributes immensely to the political socialization of young citizens. However, this role is often not consciously noted by teachers and principals in the school system. As a result, the political socialization of students is often left to chance, being determined largely by a combination of what has been done before and current market forces. This ends up serving to reinforce the status quo.

Because of this, education systems usually bear a strong resemblance to the societies in which they are situated. In autocratic

In what ways does education condition a population to make them more "manageable"? In what was can this be good or bad? How does the conditioning in established democracies differ from the conditioning in non-democracies?

societies, education systems tend to be very autocratic—much like Shiva's classroom. This serves the interests of autocratic governments because it conditions citizens into passive complacency. In fact, the kind of oppression that results when citizens are conditioned to accept authoritarian governance and are not afforded the opportunities to learn to question the status quo or think critically about their situation is central to the concept of hegemony. However, teachers can support democracy and democratization in their classrooms by contributing to a different kind of experience, learning, and socialization for their students. Hegemony can be counteracted through a process of empowerment and conscientization (development of critical consciousness), and education has the potential to support both.

General objectives of education for democracy

Considering all of the above, a few things are clear about what education for democracy should, by most reasonable standards, entail. Most significantly is the idea that it cannot be defined purely in terms of knowledge and skills that students need to learn. Education for democracy requires some kind of deeper learning and character development. This, in turn, requires that we think about the objectives of EfD in terms different than conventional educational outcomes. It also requires us to re-think the process for how we might go about "teaching" democracy. Once we begin thinking about education as socialization, and learning as involving more than just content matter, both the process and outcomes of education need to be framed in less prescriptive terms than they are currently in most education systems. There are corresponding ramifications for instructional planning, assessment, and all other aspects of the system.

They following general outcomes are presented, not as

Is it appropriate, or even possible, to have "objectives" for how we would like students to develop as citizens? Why or why not? How might we reconcile teaching character development with the valuing of individual differences? What are the dangers of teaching for character development, or not doing so? Note that many totalitarian governments, cults, and extremist movements also promote a form of character development in their educational institutions!

a prescriptive list, but as a starting point for thinking about what we are really trying to impart and cultivate in students. The outcomes are divided into four categories. The first two are knowledge and skill outcomes, which are much like those in conventional curricula. The third category of outcomes is dispositions. Dispositions refer to the deeper level of character development that is the object of most civic education programs, and EfD more specifically. Many conventional curricula make reference to teaching attitudes (the common term KSAs refers to knowledge, skills, and attitudes), but a person may hold a certain attitude or belief, and still not act in accordance with it. The term dispositions refers to the deeper and more comprehensive set of assumptions, perspectives, behavioral patterns, cognitive schema, and related personal attributes that lead a person to think and act in a particular way. The fourth and final category of outcomes is at the school level. School-level outcomes reflect the fact that democracy only makes sense as a collective pursuit, and that schools themselves, if they are taking EfD seriously, should be developing as democratic institutions. Individual learning, and a purely individual focus for learning, is not enough.

Knowledge outcomes (learning what)

Political systems and government: A foundational understanding of political knowledge about democracy and other systems.

Culture and society: Self-reflective understanding of culture and social life, as part of one's identity and perspective, as well as recognition of other perspectives and their basis.

Rights and responsibilities: Moral and political reasoning is often grounded in concepts of rights and responsibilities, making it important for students to develop a clear understanding of these as articulated in various frameworks, constitutions, charters, and conventions.

Issues and current events: Effective democratic participation requires that citizens have a broad awareness and sound understanding of important issues—social, political, economic, environmental, international, and otherwise.

What is missing from this list of knowledge outcomes? Are there particular knowledge areas that are critical for effective democratic citizenship, but are not covered by these four general objectives? If you had to create a list of knowledge objectives for learning democracy, what would that list include?

Skill outcomes (learning how)

Critical thinking: Responsible citizenship requires that citizens are able think critically and logically, to understand the consequences of different perspectives, to detect biases, errors and underlying assumptions, and to formulate compelling arguments based on credible sources of information.

Systems thinking: Democracy can be messy, and social progress is seldom made as a result of simple cause/effect relationships. This requires that students learn to understand complexities and interrelationships.

Think about the kinds of democratic participation that are most important to you, whether that has to do with elections, advocacy, media, volunteerism, organizing, rights protection, justice, or something else. What kinds of skills are most important for that kind of participation? Are those skills covered by this list of general outcomes?

Critical literacy and communication: Democratic citizens need to be able to go beyond functional literacy, and include more critical "reading" of the world and broader forms of effectively communicating messages.

Working through ambiguity: Part of embracing democratic ideals and working for social progress involves working through unfamiliar contexts guided by one's values and intuition, and the information and analysis that one can formulate.

Conflict resolution: In a democracy, where the rights of individuals are upheld, there will inevitably be differences of opinion. Students need to learn to disagree with one another, and to have healthy dialogue around the underlying issues.

Disposition outcomes (learning to be)

Autonomy: Autonomy is fundamental to the individual's right to live a meaningful life as well as to many social or collective goods because it implies both a capacity for choice regarding one's life, and a capacity to understand and respect the lives chosen by others.

Justice and care: A sense of justice is a basic requirement for moral reasoning, and refers to non-universalized concepts of what is fair, what is right, and what is good in social life. Justice and care go hand in hand, because while justice can seem somewhat impersonal, the notion of care underscores the need for empathy and understanding.

In your opinion, what are the fundamental character traits of citizens that are needed for the health and vitality of a democracy? How should we respond when we encounter a citizen who does not demonstrate the fundamental character traits you have identified? Is there a point at which such traits may need to be enforced to protect the democracy?

Integrity: Integrity refers to the coherence between a person's beliefs and actions, with the precondition that those beliefs and actions are reasonable.

Reciprocity: Democratic citizens need to develop the disposition of balancing their interests with those of others, and fixing rules for fair cooperation.

Local and global citizenship: In the development of students' identities, it is important for them to develop a sense of belonging to, and responsibility for, the place they live. In our global era, this goes beyond local citizenship to include a broader sense of belonging and shared concern for our planet.

Reasonableness: For the functioning of free societies, one of the constraints on autonomous individuals is that they will act in a manner that is non-objectionable to others. This is subjective and context dependent, but young citizens need to develop self-monitoring and awareness around what is reasonable.

Mutual civic respect: In a free society, reasonable individuals

might disagree based on different values and experiences, but must be respectful of the different moral and political viewpoints of other reasonable individuals.

Civic engagement: Healthy democracies have vibrant civil societies in which individuals give expression to their political views as part of the formal and/or informal deliberative process through which societies and democratic institutions themselves evolve.

School-level outcomes (learning together)

Sense of connectedness: Because democracy is not an individual enterprise, schools that embrace democratic principles should start to develop a common culture of concern related to democratic involvement.

Democratically engaged teachers: While some teachers may not initially be as democratically engaged as others, if a school is effective in implementing EfD, they should begin to see an enhanced democratic awareness and engagement among all teaching staff.

School and community partnerships: Schools in which democratic principles are prominent cannot be insular. Among the products that should naturally develop as the result of more democratic activity within the school, are stronger reciprocal relationships between the school and the surrounding community.

Parental and community involvement: Democracy is participatory in nature, and, when schools begin to embrace democratic principles, there should be a draw

If a school were exhibiting all of these characteristics, what do you think would be the impact on student learning? Might it be possible for students to "learn democracy" without ever even hearing the word?

towards construction participation from the community, and especially from parents, in various aspects of school life.

Democratic school governance: When democratic values and principles are being reflected in other aspects of school life, the governance will naturally begin to incorporate more democratic practices as well.

A comprehensive model of education for democracy

In order to fully understand the kind of education necessary to achieving the above objectives, it is useful to refer back to Figure 3. Figure 3 outlined a number of important factors contributing to students' experiences at school, and in particular, to the learning of the hidden curriculum associated with political socialization. What is particularly notable for our purposes is to look at the nature of those factors. Some of those factors are very tangible things that are obviously and directly related to what students are expected to learn. They include things like the content of a teacher's lectures. We can call these explicit content. Other factors more implicit in nature, like the role modeling of the teacher and the way the classroom is managed. They are clearly important, but because they are not explicit, their relationship to student learning is harder to explain in tangible terms. These factors are the kinds of things associated with the hidden curriculum, and they can be termed tacit contextual factors because they are part of the context in which explicit teaching and learning take place. As shown in Figures 5, the factors from Figure 3 can be classified according to these two categories, yielding the insight that the majority of what students are experiencing (and therefore constructing learning in relation to) is not explicit. There is certainly some explicit learning that needs to take place for students to participate effectively in a democratic society, as outlined in the knowledge

outcomes above; however, for the achievement of the skills, dispositions, and school-level outcomes above, it is necessary to look beyond the explicit content, to the contextual factors on the left side of Figure 5.

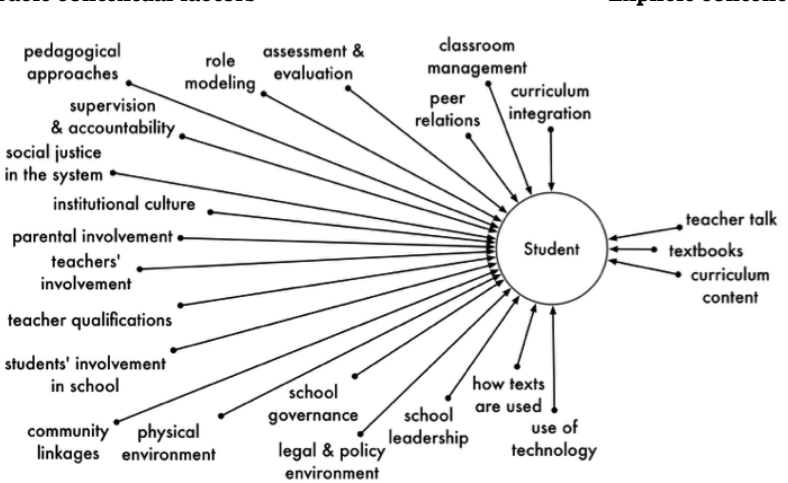

Figure 5. The explicit content of instruction is only a small part of students' daily experiences. Most of the factors involved are tacit, contextual factors that do not get considered in formal curricula.

The teacher's role in education for democracy, therefore, should be to create learning experiences for students in which explicit content related to democracy is taught in a manner that reflects democratic values and principles. However, as illustrated by Figure 4 in the preceding section, what happens in the classroom is part of a nested system, in which teachers only have direct control over some factors, and lesser control or influence over other factors.

Considering education for democracy in terms of both the content to be taught, and the context within which students are immersed day after day, and integrating that model with the nested systems presented in Figure 4, we can come up

with a comprehensive model. The comprehensive model, presented in Figure 6 below, outlines both content, and the context, of education for democracy, with recognition of the nested system within which students' experiences take place.

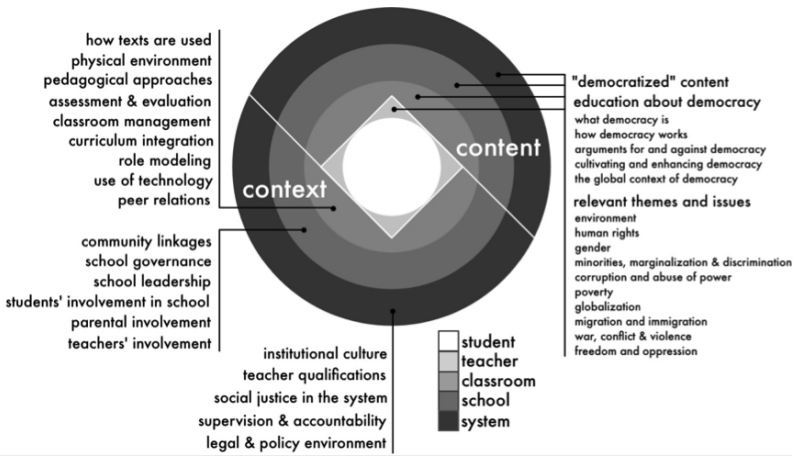

Figure 6. A powerful approach to implementing education for democracy would involve teaching democracy-related content, while ensuring that the contextual factors that comprise students' experiences also reflect democratic values and principles.

The next two sections delve into the content and context of education for democracy in much more detail. They provide suggestions for what should be taught, and how the educational experience can be reoriented around democratic values and principles.

SECTION THREE: DEMOCRATIC CONTENT

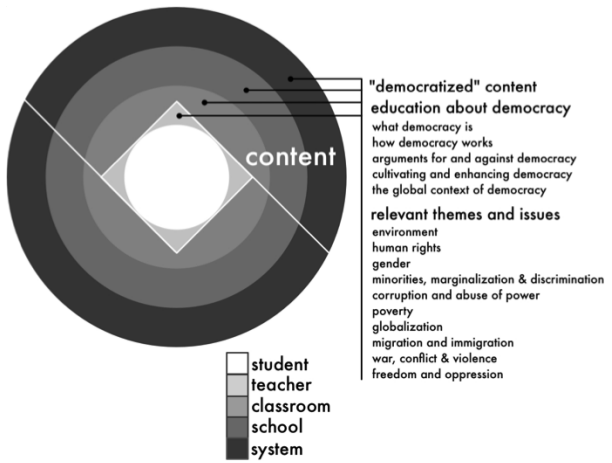

Figure 7. There are at least three types of "content" to consider in education for democracy: content about democracy, issues of concern, and other content that has been "democratized" through student participation.

In terms of educational content that reflects democratic values and principles, there are at least three categories to consider. The first is content about democracy itself. This is important for students to understand the nature of their

political system, their role in it, and how it might be enhanced. The second is content about issues that are of democratic concern. It is in relation to such issues that citizens express themselves politically. The third is "democratized content", meaning content which students themselves have some role in determining. Each of these will be considered in turn.

Content About Democracy

Although this Guidebook makes a distinction between education *about* democracy and education *for* democracy, it should be clear that the former remains an important part of the latter. Effective democratic participation requires that citizens have a thorough understanding of what democracy is, how it works, and their roles, rights, and responsibilities within it. This entails a number of subtopics which should be addressed somewhere within the curriculum in order for citizens to be adequately versed on the topic of democracy, including:

- What is democracy?
- How does democracy work?
- What are some arguments for and against democracy?
- How is a democracy maintained?
- How are new democracies cultivated, and how can existing ones be enhanced?
- What is the global context of democracy?

This list is very rudimentary. How would you expand it? Are there fundamental questions that are not included in this list that must, in your opinion, be addressed?

It is recognized that decisions about what is formally included in the curriculum are usually made at the national level, and are thus largely outside the control of teachers. Content about democracy and other political systems is typically included in courses on political science, social studies, history, or humanities. Nonetheless, there may be opportunities to reinforce or build upon these contents, to provide students with more opportunities to better understand democracy and democratic systems.

Issues of Concern in a Democracy

While education about democracy, as outlined above, is of fundamental importance, learning "about" democracy on its own is somewhat superficial. Participation in civic life does not come from knowing about democracy as a theoretical topic. Democratic participation is manifested in relation to issues of concern to the people within the democracy. Therefore, the contents of study should include a critical discussion of relevant themes and issues. Such issues are very interrelated, and they are also very context dependent. What is of critical concern in one community may not be the same as what is of concern elsewhere. There is no universal or comprehensive list of issues, and moreover, a long list would place an unnecessary burden on teachers. The idea is not to add something new to the curriculum that needs to be taught in addition to everything else. Rather, the sample issues below are presented to spark thinking about how they may be integrated into existing topics of instruction, to provide opportunities for students to engage in critical thinking and discussion. Such issues include:

- Environment, sustainability, environmental degradation
- Human rights
- Gender equality

- Minorities, marginalization, and discrimination
- Poverty and social justice
- War, conflict, and violence
- Globalization
- Migration and immigration, IDPs
- Corruption and abuse of power
- Freedom and oppression

What are the key issues of concern in your community?
What things are people passionate about?
What, in your mind, should people be more concerned about?

What may not be immediately apparent is that none of these issues fit neatly within any of the conventional subject disciplines. These issues, like democracy itself, are crosscutting. They have relevance to all subjects, and could be integrated into any number of different classes. Integrating such issues well often requires teachers to recognize "teachable moments", or opportunities when a question or topic comes up in class that provide a meaningful space in which to discuss these issues.

"Democratized" Content

If we truly embrace democracy as an ideal, we need to consider the value in giving up, or at least softening, the top-down control over what gets studied. In practical terms, the democratization of content in the classroom would mean that students would help to determine what they study. There are schools which pride themselves on having a "generative curriculum" which is created in exactly this manner, with topics of study emerging from the curiosity of students. Taken to the

extreme, there is a whole category of schools that describe themselves as "democratic free schools". Many democratic free schools have no mandatory classes, and much of the learning that takes place comes from students taking interest in a given topic and recruiting the support of teachers in the school to help them learn more.

> What opportunities do you have to "negotiate" or give students input into the topics you study?
>
> Within the existing curriculum topics, how might you customize the content to appeal more to their interests?

Such extremes are almost inconceivable in most state run schools; however, there is still some scope democratize the content of learning. Democratized content simply means content that has not been dictated by the teacher or a higher authority. There are many ways in which teachers can create space for student input into the specific contents of study. This does not mean abandoning the formal curriculum, but rather, to create space within the course for students to respond to the ideas, to interject their own experiences, or to select certain aspects of the content which interest them most, and to pursue those in more depth. Certain curricula and class schedules are more conducive to this openness than others, but the simple act of giving students a chance to discuss or ask questions on a topic provides them with opportunities to take the topic in the directions that they find interesting or meaningful. This, of course, requires teachers who are willing to be somewhat flexible, rather than rigidly adhering to a set of lecture notes. Any time students have an opportunity to work on open-ended projects and assignments, their ownership and influence over the content are increased, and that content has been partially democratized. For teachers who have the luxury of designing their own courses

or curricula, democratized content can be built into the design of the course, by providing designated segments where students will be allowed to identify topics of projects of their choosing—based of course on parameters and criteria set by the requirements of the program of study.

SECTION FOUR:
DEMOCRATIC CONTEXT

While the "democratic content" presented above represents important learning in the development of democratic citizens, it is not enough. Students could learn that content thoroughly and deeply, without ever making a personal connection to it, becoming personally engaged, or being moved to action. For students to develop into citizens who are actively engaged in democratic life, it is necessary for them to have deeper experiences learning and participating actively in school life, essentially practicing and cultivating the kind of engaged relationship with the world around them that is expected from adult democratic citizens.

In order to create such experiences, it is necessary to address the schooling environment in which students are immersed day after day. To make that immersion a positive force, we need to look at how we might go about incorporating democratic values and principles into the various factors that comprise students' experiences.

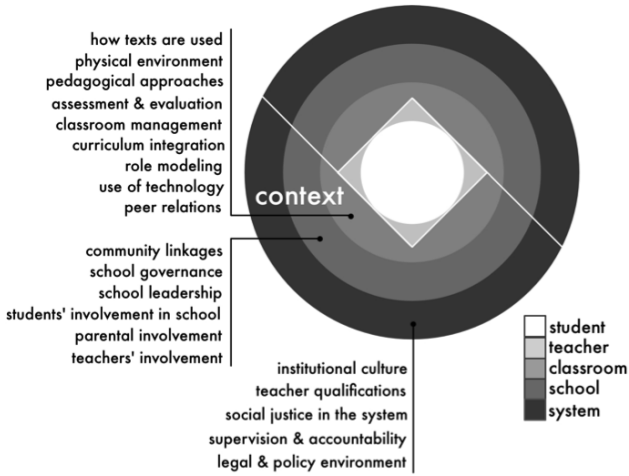

Figure 8. A wide range of factors contribute to students' experiences at school, all of which can be reoriented to reflect democratic values and principles.

As discussed, teachers can do a great deal to create democratic experiences at the classroom level, but there are layers of the system which are beyond their direct control. Students will have the most powerful democratic experiences when all levels of the system—classroom, school, and system—reflect democratic values and principles. In reading the following, it is worth thinking back to the scenarios presented of Shiva and Shirin. Many of the same factors presented here were the same factors which differentiated Shirin's experience from Shiva's.

Classroom Level Factors

Pedagogical Approaches – Democratizing Pedagogy

Perhaps the biggest single factor in reorienting students' experiences to support democracy is a shift in pedagogy from traditional lecture-oriented teacher-centered instruction to

student-centered active learning approaches. Teachers are accustomed to thinking about what "content" students will learn in a lesson, and this leads to thinking about teaching as lecturing. Instead, try thinking about what critical "questions" or "issues" you will discuss. Rather than planning lecture after lecture, you could, for example, identify a sequence of questions, short readings, discussions, or mini-lectures, to guide students towards the intended learning while giving them a far more active role in the process, and creating space for discussion. In addition, equal consideration should be given to what students will "practice" in that lesson. What students practice—that is, what they are physically and mentally doing during the lesson—is very important to their daily experience. These experiences condition students over time.

Students who are subjected to lectures and readings day after day are practicing sitting, being quiet, and being passive. Their learning is disconnected from activity, and may lead them to a feeling of detachment or apathy towards what they learn, and in turn, to complacency. On the other hand, students who are engaged in discussion and debate, who pose questions and inquire into them, who critique subject matter and connect it with experiences outside the classroom, are cultivating a more engaged and action-oriented disposition. They are developing autonomy and self-efficacy. Of course, teachers hold important content-area expertise, and students do need to learn content. Section Five of this guide provides a description of a variety of teaching and learning strategies that are consistent with democratic pedagogy.

Pedagogical Approaches	
Get away from…	Work towards…
Teacher talk (lectures)	Student talk (discussions, debates, questions, reflections)
Lecturing for long periods of time	Using mini-lectures, class discussions, and guiding questions
Always using the same teaching methods	Using different instructional strategies so that students become adaptable and practice different skills, including a balance of individual and cooperative work
Making all of the decisions for students about assignments	Giving students some freedom of choice, with enough structure to help them grow
Providing prescriptive steps that eliminate the need for students don't need to think about processes	Providing guidance and coaching, but giving students space to work things out for themselves
Abstract and theoretical activities in which the teacher or the textbook is the center of attention	Activities which involve students in meaningful discussion with their peers, including debate and group inquiry, as well as teacher-facilitated discussions
Presenting content in isolation	Inquiry activities in which learning is guided by important questions that students seek answers to

First steps:

- When you are planning your lessons, get in the habit of jotting down a few "critical thinking questions" which will challenge students' to analyze the ideas, to compare, or evaluate, or take a position on an issue related to the topic.
- Instead of preparing for a class-long lecture, take the

same content and organize it as a mini-lecture (10-15 minutes, based on 4-6 main points). Think of some engaging questions for the class that will spark some discussion and allow you to guide the class towards deeper understanding.

- Pick an important topic from your syllabus and organize a debate around it. Pick a question related to the topic that students will have different opinions on, then organize the class into two teams. Make guiding rules such as each team member must speak at least once before any team member may speak a second time.
- Plan for variety, and try to use different instructional strategies each day. If you gave a lecture today, try organizing a discussion tomorrow, guided readings with critical questions, or any of the many strategies outlined in Section Five below.

Assessment and Evaluation – Democratizing Assessment

> What might be considered undemocratic about imposing an evaluation scheme on students?
>
> Can assessment be highly rigorous and highly democratic at the same time? Why or why not?

Assessment, especially exams, is a major feature in Iranian education and most education systems around the world. From the standpoint of democratizing the educational experience, both the "what" and the "how" of assessment can be problematic. In terms of "what" is being assessed, testing too often targets rote memorization or low-level application skills, in part, because these things are the easiest to assess. But the aspects of learning that are formally assessed and reported on, are the things that are perceived to be important. Testing only rote learning and low-level application therefore channels

the energy of teachers and students away from higher level critical thinking skills, and more sophisticated applications of learning. For EfD, teachers should consider whether they are assessing and reporting things which are fundamentally important to the development of democratic citizens, and if not, how we might better include those things in our assessment and reporting. Many skills and dispositions cannot be assessed through simple tests, but could certainly be measured with a well-designed rubric (note the sample rubric in Appendix A), performance assessment, or a student project. In all of these cases, we start by articulating the things we want to see students demonstrate, and the criteria that represent them, and then develop scales or descriptions which operationalize those criteria in relatively more objective terms. These approaches allow teachers to establish fair and transparent standards for assessing many important things that are important, but can't really be tested—things like their open-mindedness, their participation and engagement, their interactions with other, and so on. By assessing and reporting on those kinds of things, we are sending a message to students that they are important.

How we implement assessment practices also sends an important message to students about their position in the classroom and society. There may be cases in which it is necessary or appropriate to impose our standards of judgment on students, but we should think about the consequences of doing so, and where we see good opportunities, we should involve students in open and critical discussions about those standards. Since our goals in education include the development of active engagement, critical thinking, and autonomy in our students, consideration should be given to how students can be better involved in the assessment process themselves. Assessment, evaluation, and critical thinking are all closely related, and classroom assessment

is a prime space for students to develop their own standards of judgment. Moreover, it is important for teachers to use clear and transparent criteria in assessment. This will help students to understand their strengths and weaknesses, and to improve systematically. It also contributes to a sense of justice, in that grades are not arbitrary. Through this process, students develop expectations of transparency and accountability from authority figures, which is important in their relationship with government and social leaders.

Assessment and Evaluation	
Get away from…	Work towards…
Tests which focus on rote memorization	Include critical thinking and synthesis questions on content-based tests
Doing assessment only at the end of a topic our course (summative assessment/ assessment of learning)	Conducting low-pressure formative assessment regularly to provide feedback on student learning (formative assessment/ assessment for learning)
Using tests as the only form of assessment	Using other forms of assessment such as projects, assignments, group tasks, stories, essays, and rubrics
Grading holistically based on criteria which students may not be aware of	Using clear and transparent assessment criteria so that students can understand and learn from their strengths and weaknesses
Creating grading criteria entirely on your own	Involving students in formulating assessment criteria in order to help them develop standards of judgment and evaluative capacity
Assessment done only/ entirely by the teacher	Involving students in assessment through self-, peer-, and joint assessment, as this can contribute to their critical thinking and sense of ownership

Reporting only on "academic" achievements such as test scores	Including emphasis on students' character development, not just academic scores
Reporting only numbers (grades)	Narrative reporting which describes other aspects of students' development which can't be captured in simple numbers

First steps:

- For your next assignment, give students the grading criteria in advance. If the criteria are good criteria, they will help students to develop better quality assignments.

> **Teaching tip:** Even if you teach in a context where there are mandatory, high-stakes, standardized tests, there are still many opportunities for you to model more democratic modes of assessment in your teaching.

- Next time student work is being graded, give them a grading sheet and have them self-assess using the same grading criteria you'll use. Or ask them to work with a partner to do peer-assessment and provide feedback on each other's work.
- Pick something from one of your lessons, maybe a student assignment, maybe a piece of reading from their textbook, maybe even your own presentation, and ask students how that thing might be evaluated? What might an evaluation of that be based on? Let them discuss and determine a small number of clear "criteria" on which to base judgments.
- At the end of a lesson, give students little strips of paper and have them draft one possible test question based

on the content of the lesson. This will get them thinking about what they learned and how it might be assessed.

- If your students have to take high-stakes standardized tests, do your homework as a teacher, research those tests, deconstruct them, look at the kinds of questions they ask, and give your students the skills they need to tackle those questions. Part of effective democratic participation is learning how to function effectively within parts of the system that we may not agree with ourselves!

How Textbooks Are Used

Countries, schools, and classrooms differ in the extent to which textbooks are considered central to teaching and learning processes. In some cases they are used as a de facto curriculum, in which any given lesson is based on a specific set of pages. Teachers often lecture directly from textbooks, essentially reading to their students. This approach bores students and leaves them in a passive role. It is anti-democratic because it does not engage students actively, and more fundamentally, it leaves them disengaged from the material they are learning.

For students to become critically literate, it is important that textbooks are not perceived to be the source of immutable knowledge and truth, but rather, that they are positioned as one among many sources of information on which to base perspectives and actions. Critical literacy involves the understanding that any source of information, even textbooks, is the work of authors, each of whom makes decisions about what information is included, what is not, and how the information is portrayed: as fact or theory, as good or bad, as normal or deviant etc. Textbooks reflect a series of decisions, and are, therefore, not neutral. Therefore, they should be read in an openly critical manner, in which assumptions,

viewpoints, and stereotypes are exposed and challenged. The process of reading such materials should always involve a review for bias, for relevance, for omissions, for stereotyping, for validity, and for appropriateness. When we are required to use textbooks that are less than ideal, we have a great opportunity to teach students critical literacy, by exploring the content of the textbook together, modeling a critical eye, and engaging students in discussions that reveal the biases, perspectives, emphases, and omissions of the authors.

How Textbooks Are Used	
Get away from…	Work towards…
Treating textbooks as the only legitimate source of information	Treating texts as one source of information, among many, and encouraging students to seek out multiple sources of information to verify and enrich their learning
Thinking of texts as a source of immutable facts, and the correct interpretation of events	Bearing in mind that all such resources are created by people and have an element of subjectivity
Making textbooks a focal point of learning	Drawing on texts as a resource, but not the main focus of classroom life
Reading for long periods without providing structure	Use guided reading techniques such as guiding questions which help to engage students in thinking actively and critically about what they read
Only individual reading	Individual reading along with group reading activities such a "jigsaw" approaches where students read different passages and then share with one another
Reading in an uncritical unquestioning manner	Encouraging students to respond critically and to raise questions about what they read

Reading without discussing	Use textbooks as a source of information to fuel discussion and support debateg
Reporting only numbers (grades)	Narrative reporting which describes other aspects of students' development which can't be captured in simple numbers

First steps:

- Next time students need to read from their textbook, provide them with critically-oriented guiding questions, such as:
  - What is the author not telling us here? What is being left out?
  - What is the author's opinion on this subject? Who might have a different perspective? Is there a different way of looking at this?
  - Do you agree or disagree with the actions of those involved? Why?
- Rather than having students read a long section of the textbook, give them a high level question, and have them search through the text to find information that will help them formulate a good response to that question?
- Avoid using class time for reading, especially reading long passages, since students do not get the benefit of their teacher when reading on their own. Class time is better spent discussing, and on activities and assignments which build on whatever reading is required. If assigning readings as homework creates too much burden, consider what you can do as a teacher to condense, summarize, or prioritize the readings for students.

- Use a range of reading strategies with your students. Consider having them read sections orally in small groups, and then discuss. Consider a "jigsaw" approach where different students read different sections and then share what they learned with those who read other sections.
- For the next topic of study, look online or elsewhere for additional sources of information, and bring them into the

DOES THIS WORK IN PRACTICE?

These methods may seem idealistic, but educators who are experienced in these methods find they fit together very naturally. Imagine the following scenario:

- Student walk into the classroom for the start of the period and sit in their designated spots, along with the group members they have been working with this month.
- They see instructions written on the blackboard—each group is assigned a different short reading from their textbook.
- As they begin reading, the teacher circulates around the room and gives each group a small sheet with a critical thinking question to discuss.
- As they finish the reading, the small groups begin to discuss their questions.
- After a few minutes, the teacher asks each group to share the gist of their reading, and the highlights of their discussion.
- The teacher then invites students to respond to one another, moving into a whole class discussion.
- The teacher then shifts the focus, asking students how we might evaluate the quality of one another's thinking on these questions?
- The teacher guides the discussion towards standards for judging quality of critical thinking.
- As students list ideas, the teacher jots them on the board, and invites others to evaluate them.

classroom. Have the students draw information from many sources, and ask them to compare/ contrast these sources based on perceived quality, clarity, bias, and other criteria.

- The discussion moves towards consensus, allowing for different perspectives to be retained, all the while reinforcing the importance of respecting one another's ideas, and trying to keep an open mind.
- After class, the teacher tidies up the list of standards and posts it on the wall for future reference.

This kind of activity needn't take a long time, and has a great deal of pedagogic value beyond what we see at the surface.

Curriculum Integration

When democracy shows up in formal curricula, it tends to be in "civics" or "social studies" courses, or something similar. It tends to be treated as a topic of study, rather than a crosscutting concern that should underpin the entire curriculum. Democracy does not fit in a textbook, and EfD is not a solitary unit or course of study. Effort should be made to infuse democratic principles, themes, and related learning into all subjects. While curricular integration around democratic themes and issues may be feasible in some schools, in others it may not. However, in all schools there should be some flexibility to accommodate more higher-level thinking about how the content is relevant to important themes and issues, and to help link learning in the classroom with the world outside the classroom. Ultimately, in pursuit of a robust EfD, existing subject areas should be reconsidered. Literacy, for example, should involve media literacy and critical literacy, just as data literacy is an important aspect of math.

Curriculum Integration	
Get away from…	Work towards…
Presenting topics in isolation from one another	Highlighting relationships between topics, including similarities, differences, and applications
Closed activities based on a single topic	Open-ended activities and projects where multiple topics can be integrated together
Having students read or listen to lectures that are abstract, or not connected to real life	Looking for real world and close-to-home examples for everything that is taught, and helping students connect new ideas to their prior knowledge
Classroom as isolated from the community	Make an effort to link classroom learning to current events in the news and community, or for younger children, to life at home
Rigid adherence to the topics in the textbook or curriculum	Flexibility to incorporate current events and relevant experiences from students' daily lives
Organizing your teaching around subjects and topics	Organizing your teaching around important questions and issues

First steps:

- Encourage students to make connections between different things they learn in your class, and between your classes and other things they know outside.
- Start a concept map in your own notes.. try to look for connections between topics. Once you start to see them, make a larger version to post on the wall of the classroom. Ask students what connections they see?
- When you are discussing new topics in class, ask

students what these topics remind them of? Do they see similarities to other topics they've studied? Do they have relevant experiences in their daily lives?

- In planning your next lesson, rather than thinking about the content you should teach, ask yourself, "what important question is that content answering?" Try to come up with a question which will be interesting to students. Start your lesson with posing that question to students. Starting with questions, rather than a predefined set of contents, sparks curiosity, and naturally invites students to draw in things they know from other areas.
- If you teach one subject only, take the time to familiarize yourself with what your students' other teachers are teaching them. Try to make linkages, using the vocabulary from other subjects, and looking for opportunities to have them apply skills from other subjects in working with the subject matter in your subject.
- Think about what community resources or activities relate to the topics of study. Is there a place in the community where students could have some hands-on experience with this? Is there someone or something (even a photo) from the community that you could bring in to the classroom to enhance their experience?

Classroom Management

Classroom management, including discipline and behavior management, can be seen to represent the role of adult authority over children, and repression, in general. The analogy to the relationship between citizens and their government is obvious, and therefore, it is important that

teachers pay careful attention to how they are managing the classroom. The teacher has great responsibility to maintain an environment in the classroom that is conducive to student learning. Letting go of authoritarian control in the classroom does not mean abandoning rules or consequences. Democracies are not lawless free-for-alls.

In the same way that governments achieve legitimacy based the rational, informed support of citizens, what is important in the school context is that students understand the role that rules and discipline play in creating a context where everyone can live and learn together amicably. Ideally, students should be involved in discussions about classroom management, and even the formulation/ revision of rules and consequences. It is also important to their concepts of justice that they see rules being applied fairly as well as understanding how and why judgments are made. Students should understand the logic and rationale for rules, what ideals they are based on, and how they are formulated, interpreted, and implemented. When they are established thoughtfully and implemented fairly and transparently, discipline systems can be an effective way of raising students' awareness about rights and responsibilities, as well as the political nature of all behavior.

Teaching tip: It is far easier and more effective to create a good working environment by establishing classroom routines and procedures, than by imposing rules and punishments. A class will develop its own norms and culture, and by being proactive rather than reactive, the teacher can make these norms positive for everyone.

Ultimately, however, we want to be able to go beyond the idea of rules and consequences. Even if they are fair and transparent, we do not want a police state in our classrooms. What we want is for the underlying values to be understood and internalized. In order to avoid over-emphasizing rules,

a good alternative focus would be on the establishment of routines and procedures in the classroom—ways of doing things which make sense, and facilitate the smooth functioning of the classroom, such as raising a hand to ask a question, rather than shouting out, which is disruptive to the lesson.

Classroom Management	
Get away from…	Work towards…
Rules and punishments	Routines and procedures
Reactive approaches like punishments which respond after the fact to negative behaviors	Proactive approaches such as interesting/ engaging lessons which preempt negative behaviors because students are actively interested and involved
Punishing students, and especially those not logically connected to their specific situation	Logical consequences such as quiet time for a student who has gotten too excited
Focusing on having a silent classroom	Focusing on having a classroom in which all students are engaged in learning
Rules imposed by the teacher and not explained to students	Agreements on how to work together, in which students understand the reasons behind rules, and their role in maintaining an environment in which everyone can feel valued and learn effectively
Teacher as the sole "enforcer" of rules and agreements in the classroom	Students as jointly responsible for maintaining a classroom which is conducive to learning, including involvement in formulating rules and standards, in exerting positive peer pressure, and perhaps even as members of committees reviewing infractions and determining appropriate responses

First steps:

- At the start of the new semester, rather than telling students the "rules" in "your" classroom, spend some time talking with them about what "agreements" you need to have about behavior in order to protect everyone's right to learn.
- Think about the routine daily activities in your classroom, and consider what kind of routines you might be able to introduce in order to make those activities run smoothly.
- Remember that misbehavior usually happens when students are not engaged. Plan interesting and engaging lessons, with a good pace and mix of activities, and think through how you will transition from one activity to the next.
- For active learning activities like discussions, develop a cue for your students to quiet down and pay attention, such as raising your hand and counting slowly to see how long it takes them to stop and turn to you. Practice this cue with them and challenge them as a class to do this within five seconds. Avoid talking loudly to be heard overtop of student noise.
- Next time a student misbehaves in the class, talk with them in private afterwards to understand why they misbehaved, and to agree on a way to avoid a repeat of that situation. Think also about what you could have done on your side to prevent it.

Role Modeling

Apart from teachers' roles in determining the content, instruction and assessment approaches, teachers are also role models, even if they do not choose to be. Whether positive

or not, inspiring or not, teachers have an influence on the students who are with them day after day. Factors directly related include: teachers' own democratic engagement; the specific language used in vocabulary to discuss relevant topics; willingness to welcome debate and questions in the classroom; and the ability to engage students' interest in important topics and help to link learning up with the worlds outside the classroom. In addition, there is something fundamentally undemocratic about a teacher who is perceived to be the all-knowing expert, the final judge, and ultimate authority on everything in the classroom. While teachers must, at times, take up these roles, it is also important to create spaces in the classroom which are more dialogical, in which students participate in decision-making, and in which the collective matters more than any one individual.

Role Modeling	
Get away from…	Work towards…
Authoritarian status in the classroom	Acting fairly and transparently, and honoring the students in all you do
Seeing yourself through your own eyes	Consider how you are perceived by students, and what you embody for them
Acting based on your own needs and whims	Putting the needs and interests of students first
Feeling the need to be an ultimate expert and always have the final word	Respecting students and acknowledging their developing status as emerging citizens
Being the commander of the classroom	Being the representative and advocate of students' interests
Treating your perspective as the only valid one	Seeking out students' perspectives and opinions

Being preoccupied with the school and classroom	Modeling genuine concern for the world outside the classroom
Doing the same thing over and over, repeating the same methods and messages	Model a love of learning and an interest your own growth as a professional and as a human being

First steps:

- Model the kinds of behavior you want to see from your students. Stand strait, look them in the eyes when you speak to them, address them with a respectful tone, with patience, and with a smile. Validate their ideas before providing yours.
- Strive to demonstrate democratic principles in your actions: be honest and transparent, be fair and treat all students with equal respect; demonstrate critical thinking about the topics you teach; care about your community, especially the school community; be active and involved, rather than passive and complacent.
- Develop the habit of explaining to students why you do certain things. This will help them develop the expectation of rational, reasonable thinking.
- Spend some time thinking about whether, and how, you might model good democratic citizenship. You might spend some time volunteering in the community, or using your skills to support organizations that are doing important work. Share your experiences and your thinking with students.

The Physical Environment

The physical environment of the classroom is often seen in purely functional terms, with the desks organized to

keep students from talking, and the walls, if used, mainly to post rules and notices, or to reinforce the main content taught. Democracy requires deliberative processes, and EfD requires discussion in classrooms. Classroom discussion should not always be led by the teacher, and this can be facilitated by configuring desks in a way which encourages face-to-face interaction between students. Teachers can try different configurations of desks depending on the types of activities which they are involving students in. Similarly, teachers should view the walls of their classrooms as a space to involve students more actively. Apart from reinforcing democratic content with wall displays, teachers should also consider allocating space on the walls for students to display their work or share other ideas. These types of adjustments to the physical classroom help to give students a sense of ownership and responsibility.

> What are the unquestioned assumptions we have about the way a classroom should look and feel? If we discard those assumptions, how might we make the classroom environment more humane? More learner-centered? More democratic?

The Physical Environment	
Get away from…	Work towards…
Assuming desks should always be in the same positions	Arranging the classroom in different ways according to the needs of different lessons and activities
Keeping desks in rows to reduce the temptation for students to talk to one another	Having desks in arrangements like small groups or horseshoe or round table, which are conducive to discussion, debate, or other activities

Maintaining ultimate control over all aspects of the environment	Giving students a sense of ownership for certain spaces in the classroom, such as a space to display their work, or a display board that students could cooperatively manage
Doing all cleaning yourself, or leaving cleaning up to custodial staff	Involve students in caring for their classroom and taking pride in it, through helping to keep it clean and tidy

First steps:

- Refer to the classroom as belonging to the students, and encouraging them to pride and ownership for it. Student can help with keeping the classroom clean and organized as part of the shared responsibility for making the classroom a pleasant place to be.

Is the discussion about classroom environments relevant to virtual learning spaces? If you teach online, think about what assumptions are built into the learning management system you use. Does it allow for or encourage two-way communication and interaction between learners? Is it content-driven, or question-driven? Is it flexible or rigid?

- Think of the desk arrangement as something flexible and negotiable. For each learning activity, consider what configuration will most support your learning goals for each activity or lesson: rows are conducive to independent work, reading, listening; small groups invite discussion, collaboration, sharing; large groups support debate and discussion; horseshoe shapes and large circles are good for group presentations etc.

- Designate a portion of wall space for student work. If there is not enough space for each child to have their own space, then have groups, in turn, come up with display ideas, and support them in developing their displays.
- Consider how different spaces within the classroom might be used flexibly. Are there nooks that might be good for students who need space to think on their own? Are there tables at the side or back of the room that might work for pair work or peer tutoring?

Peer Relations

Relations between students are an important aspect of their experiences at school, over which teachers have only indirect control and limited influence. Nonetheless, these relations matter a great deal in EfD in that relations between students are akin to relations between citizens, and what is practiced in school will no doubt transfer into behaviors outside of school. Therefore, teachers should seek to cultivate healthy and constructive relations between students, with special care given to gender relations and the treatment of minority groups or vulnerable persons. This involves creating a respectful and civilized environment in the classroom, as well as modeling kind and respectful interactions, and coaching students who may need help or even correction in the way they interact with others. Sometimes it may be appropriate to speak with

Teaching tip: Teachers can help to support healthy peer interactions by giving students opportunities to interact, collaborate, and share ideas together in the safe and structured environment of the classroom. The more they practice this with teacher support and supervision, the more likely it will be to translate into healthy interactions outside of class.

the whole class about the ways in which they interact. Other times, it may be better to speak with individuals or small groups more privately, in order to mediate issues, and help establish a positive tone.

Peer Relations	
Get away from…	Work towards…
Eliminating interaction in the classroom through rows and rules about keeping quiet	Encouraging interaction, with clear expectations around acceptable and appropriate ways of interacting
Encouraging homogeneity of opinions based on the "right" point of view	Encouraging healthy forms of debate so that students learn how to differ in opinion
Turning a blind eye to judgmental behavior between students, such as stereotyping	Helping students to contextualize, and understand and appreciate one another
Always having students work alone	Providing ample opportunities for students to work collaboratively with one another, and appreciate each others' strengths and differences
Leaving students entirely on their own to work things out	Providing scaffolding or guidance, as necessary, to help ensure group activities are constructive

First steps:

- When first starting to implement group work, start with relatively more structure, possibly even assigning specific roles to each group member, so that everyone has a way to be meaningfully involved. After doing this several times, they will be able to manage with less structure.
- Provide students with collaborative tasks which

are interesting and enjoyable opportunities to work together. To design this for success, be sure the task is suitable for group work, so that each child can be meaningfully involved. Tasks that require discussion, involving multiple roles, or that are easily divided into different pieces, are all appropriate for collaborative work. Task like readings or simple sets of questions usually are not.

- Use a variety of groupings, ranging from pairs to larger groups. Vary between groups the students select, and groups you assign them to, so that they have opportunities to work with many different students.
- When students are selecting their own groups, be wary of students being excluded. If you anticipate this happening, mitigate the issue in advance by asking a young leader to be sure nobody is left out, or by assigning the groups yourself.
- Take time to talk with your students about similarities and differences, about why it is important we all respect one another, and importantly, about what to do when differences of opinion arise. Many students don't come to school knowing how to resolve conflicts peacefully.

Use of Technology

Technology is becoming more and more prominent in schools, but it is not always clear what value it is adding to classroom life. Technology can be extremely democratizing, and can be very helpful in supporting learning, if it is used appropriately. Too often, technology is used simply as a supplement to teachers' lectures. This may enhance the lecture, but from the standpoint of EfD, there is no value added. Where technology can make the most difference, for both content learning and EfD, is as a tool used by students for their own

learning pursuits and communication. It should be stressed that technology can support learning and communication, and can open up new pedagogical approaches, but it cannot on its own replace content, thinking, or engagement.

Use of Technology	
Get away from…	Work towards…
Using technology only for its own sake	Seeking opportunities where technology adds actual learning value
Technology as a focus of learning	Technology to support learning
Teacher using technology as demonstration	Students using technology to answer their own questions and seek out information relevant to class topics
Treating technology as "just another resource"	Using technology to support students' media literacy, including analyzing information from different sources, and detecting bias

First steps:

- Rather than fighting for or against technology, look at the reality of its availability, and look for opportunities to harness its capabilities to support students' democracy-related experiences. If they are using social media, point them to relevant groups, hash tags, and so on.
- If technologies such as computers or tablets are available to your students, help the children to see them as tools for empowerment, through access to a wealth of information and resources.
- If technologies are not commonly available to your students, look for opportunities for them to gain

exposure to them, either through libraries, or local businesses. These will become increasingly ubiquitous as the children grow older, and it is important that they develop a level of comfort with them.

- Make your use of technology purpose driven. Learning technology for its own sake positions it as abstract subject matter. Students should develop an understanding of the potential that technologies hold for opening up communication and empowering individuals and groups.

School Level Factors

Many of the points raised in the preceding section on the classroom level have corresponding points at the school level. For example, while assessment may be implemented at the classroom level, it is often guided by school level policies. Similarly, classroom management is often implemented within the broader context of school rules and school-wide discipline systems. For the sake of avoiding repetition, these points are not taken up separately in this section, but should nonetheless be considered by school leaders. Although this Guidebook is intended primarily for teachers, this section will give readers a sense of what can be done at the school level to support democratization.

School Leadership

The role of school leaders is broad, as is their influence. School leaders, whether they choose to be or not, are role models for both students and staff. As a senior authority figure in the school, their approach to leadership, and to dealing with students and staff, has an impact on how students come

to understand authority and their relationship to it. This relationship is at odds with democratic principles, because students are minors, and school leaders are rarely elected (and even more rarely by students). This is not inherently problematic, and there are important reasons why adults are "in charge" in schools; however, it is nonetheless important that those adults help students to develop appropriate expectations in relation to authority figures. This means behaving in an honest and transparent manner, and being open and approachable, both with students and with adult colleagues. In addition, while schools—perhaps necessarily—manifest a number of undemocratic principles, school leaders should try to incorporate democratic principles into the management of the school, as discussed further below under "School Governance".

School Leadership	
Get away from…	Work towards…
Autocratic leadership style	Democratic leadership style
Unilateral decision-making, done in private	Participatory decision-making, done transparently
Staying primarily in the main office	Circulating around the school and showing a genuine interest in the students, teachers, and classrooms
Interacting with students only when there are problems	Being involved in celebrating student successes and recognizing good work on a daily basis
Considering staff and student perceptions of you as irrelevant	Working to be perceived as a role model of democratic citizenship
Primarily an administrative/ management role	Taking on the role of instructional leader

School Governance

Students, especially young students, may have very little conscious awareness about how a school is being managed, and how decisions are being made, so does it still matter whether democratic principles are being used? Why or why not?

While the influence may not be direct or even obvious, students growing up in a democratically-structured school will be subtly aware and influenced by the existence (or lack) of democracy around them. Perhaps even more importantly, however, is that those involved directly in the democratic governance of the school are themselves embracing democratic ideals, which reflects and reinforces their commitment, values, and concern for students. Democratic school governance can take many forms but depends heavily on the commitment of school leadership to making school management more participatory and transparent. Dimensions of democratic school governance include the involvement of teachers, parents, community members, and students, in deliberative processes and relevant aspects of planning, management, and monitoring. Characteristic structures include action planning teams, parent councils, student councils, and committees that may be made up of representatives from multiple stakeholder groups. Making school governance could be as simple as hosting a monthly meeting that parents are invited to, in order to discuss any issues of common concern, as well as plans and decisions for the upcoming month—the process can be quite informal, and the important factor is to increase awareness and dialogue. In addition to stakeholder participation and involvement in decision-making, school governance in the context of EfD should uphold the standards we expect from other political bodies, including transparency and accountability, particularly with respect to finances.

School Governance	
Get away from…	Work towards…
Limited participation of others in decision-making processes	Seeking opportunities for different stakeholder groups to be involved in decision-making, including students, teachers, parents, and community members
Top-down approach	Taking the role of representative, and ensuring that you are aware of others' needs and interests
Token involvement of others, such as meaningless committees, and "rubber stamping" of one individual's decisions	Meaningful involvement of others, throughout the decision-making process
School democratization as a peripheral idea	School democratization as a pillar of ongoing school development

Student Involvement in School Life

Embracing democracy at the school level does not necessarily mean that children of all levels are highly involved in decision-making or electing representatives. It should mean, however, that they have some meaningful involvement in school life. As children get older, that involvement can become sophisticated, and more directly related to governance. This may take the form of peer-elected student councils, ad hoc student committees, or even participation in extra-curricular activities that are not governance related. The key idea is to develop engagement and interaction.

Student Involvement in School Life	
Get away from…	Work towards…
Students involved only with their own studies	Students involved in the development of the school itself
No student committees, or meaningless student committees	Student committees for a variety of ongoing or ad hoc purposes ranging from planning events, to school discipline, to the school environment, to representing student views to adult groups
No democratic representation of students	Student councils, commonly a group of students elected by their peers, with a meaningful and relevant role in decision-making, helping other students to perceive the role as important and valuable, and not simply a popularity contest
No extra-curricular activities	Multiple extra-curricular activities for students to choose from, including some which are democracy-related such as: leadership clubs, debate teams, model UN, and student councils

Teacher Involvement in School Life

Teachers are key stakeholders in schools, and their involvement in school life is of great democratic significance, not only to them, but also to students, who will pick up on their teachers' involvement (or lack thereof), and may take from it lessons about expectations for participation in society. Perhaps even more importantly, teachers have insight into students' needs, and their perspectives can add significant value to school-based decision-making. In addition to

involvement in decision-making, it is also important for teachers to develop a sense of camaraderie, as is the case in professional learning communities and related approaches supporting professional growth.

Teacher Involvement in School Life	
Get away from…	Work towards…
Teachers concerned only with their own classrooms	Teachers involved in multiple aspects of school governance,
Teachers not involved in school development planning, decision-making, and related activities	Through ad hoc or ongoing teacher committees or teacher councils, to represent the perspectives and needs of teachers

Parental Involvement in School Life

The involvement of parents in school life is an important bridge between the school and the world outside the school. As with teachers, parents have unique insight into the experiences and needs of students. Their involvement in school life will help students to connect their learning in school to their lives at home, and will also give them a sense

If you are a parent, and your child is in a school where parental involvement is very low, consider how you might improve matters? Could you approach the principal or school council to request that parents be involved? Could you talk to the teacher about opportunities to volunteer in the classroom or at school activities? Could you organize a meeting with other parents to discuss how to best support the school and the children together? In different contexts, some approaches will be more appropriate than others.

that the adults surrounding them are united in supporting their learning interests. Teachers and administrators should therefore seek out opportunities to get parents more involved in the activities of the school. This could include things like: open-houses; parents' nights; parent-teacher interviews; workshops and seminars for parents at the school; inviting parents to student presentations and assemblies; or establishing a Parent Advisory Council, Parent-Teacher Association, or parent committees for involvement in certain functions etc.

Parental Involvement in School Life	
Get away from…	Work towards…
Parents only concerned with their own children	Parents involved in the school through committees or parent councils
One-directional communication to parents	Two-directional dialogue with parents about children's needs and progress
Only reporting to parents about academic results of students	Discussing academics as well as character development; providing educational opportunities for parents in the school, providing guidance and suggestions on how to better support their children
No parental presence inside schools	Inviting parents into the school as classroom or workroom volunteers, to help out with school activities, or as guest speakers
No parental consultation on decisions that affect their children	Regular parent consultation on reforms and proposals that affect the institutional culture of schools, as these will in turn impact their children

Community Linkages

At the heart of EfD is the idea that schools are not isolated from society but, rather, are an integral part of a healthy functioning democracy. For EfD to be effective, students need to be able to make connections between their learning in the classroom and the world outside it. Community connections can take many forms. Partnerships between home and school, and the various forms of parental involvement with school life, are an important starting point. But for students to better understand the connection between their learning in school and their lives outside of school, it is also important to make the boundaries permeable, and to give students experiences in the community, learning experientially about civil society, and to invite community members into the school. Some examples of how this could work include: field trips to local community sites; inviting guest speakers from the community to the classroom; involvement of community members in the school's board or other governance committees; involving students in community clean up events (cleaning up trash around the community); involving students in community events, such as having a choir sing at a local festival, encouraging the inclusion of student input or student representatives in other community bodies or organizations around the community; encouraging student volunteerism etc.

Community Linkages	
Get away from…	Work towards…
School as an "ivory tower", separated from community life and real world issues	School very much interested in the surrounding community which hosts it, and from which its students come
School disinterested in what the community may have to offer	Considering the community in terms of the resources it may provide to enhance students' real-world learning

Limited interaction between students and the community	Consider taking students out on learning field trips, or inviting speakers from the community into the school
Community viewpoints not represented in the school	Making use of civil society resources to provide students with diverse, alternative viewpoints, and to enrich their learning experiences, especially in relation to marginalized voices

System Level Factors

While students' experiences in formal education take place mostly at the classroom and school level, those experiences are shaped substantially by decisions taken at the system level. To effectively implement EfD, it is important to consider how democratic principles are reflected throughout the education systems. While these system-level factors are outside of the control of teachers, this section will provide a sense of what we might work towards in the long term in order to create powerfully democratic experiences for the students in our education systems.

Institutional culture

One of the primary considerations for educators and educational leaders concerned about democracy should be the extent to which the education system is reflecting democratic ideals. EfD is strongly connected to students' experiences in school. These experiences are shaped by the institutional culture of their education systems, which shapes the institutional culture at the school level, and in turn, at the classroom level. Institutional culture refers to the kind of culture that is prominent within a given institution.

Many large organizations and bureaucracies (including many education systems) are characterized by a sense of alienation and apathy from the kinds of ideals the institution was originally founded on. In organizations that are managed in a heavy-handed, top-down manner, there is often a culture of suspicion, cautiousness, scapegoating and blame, and generally negative patterns of interaction among rank-and-file employees. Education systems often exhibit many of these characteristics. If we want teachers to feel comfortable with exploring new pedagogical approaches, it is necessary to create a context in which they feel encouraged to do so and supported by administrators and supervisory staff. A punitive institutional culture, or one in which employees are disengaged or alienated, works against the goals of EfD, and against the goals of quality education more generally.

The culture of an institution can be slow and difficult to change, and is a function of many factors, including: the leadership style of the organization's various leaders and administrator; the institution's policies; compensation schemes; supervision and accountability structures; working environment; interpersonal factors etc. With concerted effort, these factors can be shifted, gradually improving the morale and engagement levels of employees, and improving the culture of the organization overall.

Institutional Culture	
Get away from…	Work towards…
Top down, autocratic institutional culture	Participatory, democratic institutional culture where interests and perspectives from the rank and file are taken seriously
Apathetic, disengaged institutional system staff	Interested and energized system staff, with a sense of purpose and a feeling of positive direction

Institutional culture disinterested in democracy	Active engagement with democracy and democratic issues, recognizing these as underlying purposes of the system itself

Social Justice in the Education System

Democracies need to be concerned with the rights and participation of all citizens, not just a dominant subset of the population. Consideration should be given to the educational opportunity, quality, and outcomes, of disadvantaged, marginalized, or vulnerable groups in the population, which may include women, visible minorities, migrants, those living in poverty, those with disabilities, or any other group facing institutionalized challenges of one form or another. This issues warrant consideration at all levels of the education system, from classroom practices which may privilege one group of students over others, to school level and system level policies which may provide unequal opportunities, or may give some types of students an advantage over others. Exposing and remedying social injustices can be a difficult process, and involves a critical examination of policies and practices, as well as data related to access, and participation in school, as well as educational outcomes and achievement levels of different groups. Once an issue has been identified, policies and practical approaches need to be implemented to remedy the issue. Examples in use in a variety of countries and contexts include: school feeding programs, encouraging poor/ marginalized families to send their children to school; scholarship or bursary programs to promote girls' attendance; provision of additional services such as health care at school in poor areas; awareness raising campaigns; tax credit programs encouraging qualified teachers to work in remote/ underprivileged areas, and so on.

Social Justice in the Education System	
Get away from…	Work towards…
Lack of attention to gender disparities in education	Actively working on strategies to eliminate gender gaps including strategies which have proven successful such as: curriculum adjustments, gender responsive teaching, stipend programs, feeding programs etc.
Disregard for disparities related to minority groups	Analyzing the disparities and implementing strategies to eliminate them
Reduced opportunities for students from poor families or living in poor areas	Systematic approaches for reducing any kind of privileged access for students from affluent backgrounds, including not only the reduction of access barriers, but also other supports which may be necessary to level the field
Segregated programs or no programs at all for students with disabilities	Inclusive approaches and integrated programs where students have the opportunity to learn and grow alongside one another, with sufficient support and appropriate structure to ensure success

Formal Curricula and Resource Materials

Much of the discussion in this Guidebook has focused on educational processes, on infusing democratic content into existing subject matter, and on hidden curricula. However, there is no escaping the importance of formal curricula in directing teaching and learning in the school system. Those who have a role in developing curriculum, in setting

curriculum priorities, and identifying/ approving curriculum resource materials, have an important role to play in setting the direction and priorities of the education system. Those who do not have a direct role in establishing the formal curriculum may still have the flexibility to adjust certain aspects of the curriculum based, and contemporary best practices encourage the decentralization of curriculum design that will give increasing autonomy to schools and teachers in setting curriculum priorities. In addition, there is a role to be played by teachers, parents, and other stakeholders in advocating for the inclusion of more democracy-related content in formal curricula.

Formal Curricula and Resource Materials	
Get away from…	Work towards…
A "monological" curriculum which privileges one perspective which is taken to be the only legitimate source of knowledge	A "dialogical" curriculum which includes multiple perspectives in the curriculum, including marginalized voices and under-represented perspectives
Limited inclusion of democracy and related issues in formal curricula	Strong representation of democracy and related issues
Rigid subject divisions which are not conducive to integration and problem-based learning	Flexible curricula organized around themes and pillars, allowing flexible implementation
Content-based curricula (based on textbooks)	Outcome-based curricula
Lack of broad-based participation in curriculum development	Involvement of multiple stakeholder groups and various perspectives in curriculum development

Teacher Qualifications

For EfD to be effective, there is a need for teachers who are prepared, equipped, and resourced to openly engage students in learning and experiencing democracy in and through their schooling. Teachers need to be prepared with lesson plans, curriculum guidelines and resources, and a well-articulated view of the outcomes, competencies and dispositions that students should be achieving at certain points. They also need to be open to diverse, alternative perspectives, as well as teaching and learning approaches that are less prescriptive. In many educational contexts, teachers do not have formal qualifications, and even when they do, those qualifications may not include any specific training on pedagogy or pedagogical content knowledge. In spite of the challenges, education systems should strive to continually improve the training. Where it is not feasible to implement a formal system of qualifications, there is still much to be gained through professional development and in-service training.

Such training can be undertaken within the auspices of the education system, or led by civil society partners. In contexts where training on EfD might be contentious or not permitted by the government, the same principles can be introduced under the auspices of quality education more generally. One must continually bear in mind that the pedagogical skills and approaches used on EfD are very similar to those involved in quality student-centered education more generally. The promotion of higher-level thinking skills (such as critical thinking), active learning techniques (which aid retention, engagement, and transferability of skills), and collaborative approaches are hard for any stakeholders to disapprove of because they are well-documented best practices for achieving quality education outcomes. It just so happens that they are also central to effective EfD.

Teacher Qualifications	
Get away from…	Work towards…
Excessive concern over teachers' content knowledge	Increased concern about teachers' moral character and dispositions, pedagogical skills, and pedagogical content knowledge
Training of teachers based primarily on content knowledge	Training in pedagogy, classroom management, assessment and other aspects of the profession, with an emphasis on increasing the range of strategies being utilized in the classroom
Viewing teaching as a profession without political consequences	Full acknowledgement of the role that teachers play in inducting students into political life
No required training on democracy or education for democracy	Pre-service and in-service requirements for teachers to support a broad acknowledgement of their many responsibilities related to democracy

Supervision and Accountability

If we want EfD to be implemented, rather than just existing in policy or rhetoric, it is necessary to introduce reasonable accountability measures linked to it. All education systems have ways of promoting accountability, and one salient question is the extent to which the values of EfD are present in those accountability measures. For senior stakeholders who are interested in promoting EfD, it is important that relevant practices find their way into teacher evaluation frameworks, school inspection forms, and so on. This might be as simple as documenting the proportion of open questions versus closed questions asked by a teacher, during classroom observations.

Or it might involve verifying records of parent and student involvement in school governance committees, during school inspections. Any of the principles or practices included in this Guide could be included in monitoring activities, as a means of increasing the attention paid to those things by the parties involved.

Supervision and Accountability	
Get away from…	Work towards…
Inspection based on superficial aspects of teachers' work	Support and monitoring, along with incentives to support critical and conscientious work
Lack of clear standards connected to democracy, citizenship and social justice	Clear academic, teacher, and school standards, with resources and policy support
Monitoring of teachers based purely on exam scores	Attention to other aspects of teachers' practice, including: student engagement and morale; variety in learning activities; involvement of higher-level thinking skills etc.

Legal and Policy Environment

While teachers and principals have a fair degree of discretion in many education systems, their activities are nonetheless guided and constrained by a higher-level legal framework and policy directions set at the system level. Therefore, it is important to give consideration to how the goals of EfD and democratization more generally are reflected in the relevant laws, decrees, policies, and strategies, as well as how those are communicated throughout the system. If policy-makers are committed to supporting democracy in and through education, then it is important that policy development

be guided by democratic values and principles. Education is highly political, and the political importance of the way education systems are designed and implemented warrants serious considerations. This entails a wide range of factors discussed throughout this Guide, including: consideration of how policies and access related to social justice; special consideration for under-achieving groups; potential biases in formal curriculum materials; how democracy is included in accountability standards and promotional pathways etc.

Formal Curricula and Resource Materials	
Get away from…	Work towards…
No strategic planning framework, or one which focuses principally on education's relationship to economic development	Strategic planning that reinforces the importance of education to all aspects of social life, and in particular, to political life
Over-arching educational policies which are outdated and no longer reflect current political realities	Updated policy directions which reinvigorate educational development and drive democratic changes at the school and classroom level
Centralized, bureaucratic planning, budgeting, and administration	Decentralized, streamlined planning, budgeting, and administration which shares authority and decision-making power with those most affected by it

SECTION FIVE: IMPLEMENTING EDUCATION FOR DEMOCRACY

Sample Teaching and Learning Strategies

> As you read this section, consider which of these strategies you might be using already, which seem practical, and how those that seem daunting might be adjusted to work effectively in your current teaching context.

For teachers wanting to "get away from" traditional lecture-oriented teaching methods, and "work towards" more student centered and democratic methods, one of the challenges is often a lack of awareness of alternative teaching and learning strategies. They sometimes feel "stuck" lecturing because the grew up in traditional classrooms themselves and don't have a clear sense of what student-centered active learning looks like in practice. This very short compendium will provide some ideas for how you

might bring more variety to your teaching practice.

Core Strategies

There are a small number of "core strategies" which will be found, in some form, in almost every effective lesson. These include: mini-lectures; questions; discussion; and collaborative tasks. Mini-lectures are used to introduce and demonstrate new concepts. Questions challenge student thinking and can be used to spark linkages between ideas and build understanding. Discussion helps students to personalize and internalize the topics, and collaborative tasks given them an opportunity to work and discuss with others—thereby enriching their understanding.

Mini-lectures: Just as the name implies, a mini-lecture is a short session in which the focus is on the transmission of information from speaker to audience. Long lectures should be avoided, but mini-lectures interspersed with other instructional strategies and activities can be effective. Sometimes there is no better alternative than for the teacher to spend some time speaking in-depth on a focused topic. Each teacher has their own style, and there are many ways to do a great mini-lecture. Here are some general recommendations which can help teachers to improve the quality of their lecture style presentations:

- Plan out the key points of the mini-lecture in advance. (The key points can be adjusted later, but it is always better to start out with a plan.)
- Stand close to the students when you deliver a mini-lecture.
- Use mini-lectures to clarify puzzling points and to give brief introductions to new material.

- Supplement mini-lectures with demonstrations, visual aids (diagrams or brief notes on the board, overhead projections, multimedia etc.).
- Intersperse mini-lectures with active learning strategies.
- Integrate questioning techniques and student responses into mini-lectures.
- Relate abstract ideas to concrete concepts and vice-versa.
- Adapt the talk in response to student expressions/ behavior, and student questions/ comments.
- Make eye contact with students, and sometimes move between student groups while talking.
- Avoid reading directly from the textbook or lecture notes.
- Animate the talk with changes in pitch and volume, with humor, with added emphasis, gestures, and facial expressions.
- Do not overuse irrelevant words such as "ok?", "all right?", "um", "ah" etc.
- Strive to make very clear straightforward explanations.
- Pay attention to students' attention span.
- Add some flavor to mini-lectures with rhetorical questions, jokes, anecdotes, quotations, exaggerations, understatements, and other strategies that can provoke the interest and attention of students.
- Summarize key points for students, or have students generate the summaries with your help.
- Keep them short!

Questioning: One of the most useful skills a teacher can develop is that of asking good questions. Good teachers use questioning intuitively throughout their classes, for a variety of purposes, ranging from checking understanding, to keeping students engaged, to challenging thinking and encouraging critical reflection. Ensure you are asking a range of question, in order to help students develop well-rounded minds:

Open and closed questions:

- Closed questions: Closed questions are those which have one specific correct answer, usually about something factual. They are used to check understanding, review of material, or to make a point, but they are usually of limited instructional value.
  - *Examples: What are the main principles that are upheld by the Universal Declaration of Human Rights?*
- Open questions: Open questions are those which do not have a fixed answer, which stimulate thought, and which invite discussion or debate. They can be used to prompt a discussion with the students, to solicit preliminary thinking on a topic, or to challenge superficial thinking. A simple small group task is to assign each group a different open question to discuss, and then to share a summary back with the larger class.
  - *Examples: What is the legal significance of the Universal Declaration of Human Rights? On what bases has the Universal Declaration been criticized?*

Primary and secondary questions:

- Primary Questions: Primary questions are those large questions which guide and structure the lesson. They

are the "big questions" prepared in advance by the teacher, which serve to open new lines of thought, or form the focus for part of the lesson.

- *Examples: What are the necessary conditions for a functional democracy? Is democracy the best system of governance in all contexts, or are there circumstances in which it is not appropriate or viable?*

- Secondary questions: Secondary questions are those questions the teacher composes "on the spot" as the lesson unfolds. They may be intended to cause the student to re-think a comment, or to give a hint to students, or to encourage the student to go deeper into the idea they are expressing.

  - *Examples: It sounds like you have a good grasp of the role of civil society, but what might be the role of economic factors? How can you explain the role of police and military structures, which seem to contradict the idea of democracy at first glance? Is it necessary to separate certain powers within a democratic government? Have you forgotten about the idea of legitimacy which we discussed last week? So in this case, what kinds of things would it be necessary for students your age to be learning?*

- Good teachers will often begin a topic by introducing a primary question, and then develop the topic through secondary questions to students. The topic is thus developed through students' own words and thinking, but with the careful guidance of the teacher, who will give direction to the discussion through specific questioning, and active listening to summarize, refocus, or clarify what students' have said.

Higher-level and lower-level questions:

- Higher-level questions: Higher-level thinking includes things like analysis, synthesis, and evaluation. Related questions use verbs like: convince, compare, divide, recommend, support, conclude, formulate, judge, summarize, connect etc.
- Lower-level questions: Lower level thinking includes things like: knowledge, comprehension, and application. Related questions use verbs like: calculate, interpret,

A Sample Lesson Flow

These types of methods all fit together, and a typical student-centered lesson will involve a range of different teaching and learning strategies. Consider the following example of a lesson flow:

- Students enter the class and find their first assignment written on the board: a short set of five questions based on the previous night's reading homework
- After a few minutes, the teacher asks students to exchange papers within their small group, discuss, and correct the papers. The papers are then collected for the teacher to review later.
- Building on these questions, the teacher poses a contentious (open) question that will lead into the next topic. After soliciting students' initial ideas, the teacher embarks on a 5-10 minute mini-lecture on the topic.
- The teacher then restates the contentious question, and ask students to "take a stand" by moving to one of the corners of the classroom, labeled as strongly agree, agree, disagree, and strongly disagree.
- Students within each corner are asked to discuss their reasons, and come up with a summary statement. Those statements are then shared, and some discussion is held.

discuss, name, tell, describe, label, classify, demonstrate, differentiate etc.

- Critical thinking is very closely related to higher-level thinking. For the development of critical thinking skills, for discussion of discussion of democratic issues, and for the cultivation of critical literacy in general, teachers should focus on higher level questions in their classrooms. By engaging in higher-level thinking, students will surpass the mastery of lower level knowledge and skills.

- Students return to their seats, and the teacher assigns them randomly to one side of the topic (for or against), or to a third group who will be the judges. Note that this may or may not match each student's actual opinion.
- The teacher flags the relevant pages in the textbook, and provides two additional resources (a website and a copy from another book). Students are given 10 minutes to prepare for a debate.
- The debate is held systematically, with opening statements, two rounds of rebuttals, and closing statements. The judging group then convenes briefly and provides its feedback to the two groups.
- The teacher wraps up the activity by debriefing, highlighting key points, and any important omissions.
- Students are then assigned a short expository essay on a different but related question, that pushes their thinking further on the topic, and are given the remaining class time to work independently on it.

Note the type and variety of skills and activities in this sample lesson flow.

Discussion: Classroom discussions are usually designed around a specific purpose, for instance to have students delve deeper into a topic of study. Discussions can be initiated by

posing an open-ended question and having students respond either to the teacher, or to each others' comments.

Teachers can employ a variety of techniques to encourage high participation from students, such as: having students first write down their ideas (so that all students have something to contribute), calling on quieter students, assigning students to be experts or to lead some part of the discussion, or by beginning the discussion in pairs or small groups. Here are a number of variations:

- Generally discussion: Relatively free-flowing conversation, according to pre-established rules, with guidance from teacher
- Debate: Students are grouped according to different opinions on a topic. Different positions then take turns defending their opinion and pointing out problems with the opposing views. One nice variation on the debate is to have students begin on one side of the issue, and then have them switch part-way through. This is useful in helping them to understand multiple perspectives
- Small group: Groups of 6 or less discuss together. Teacher moves from group to group.
- Pairs or triads: Students divide into twos or threes and discuss the topic.
- Round table: Students sit in a circle and take turns sharing their thoughts on the topic of discussion
- Student presentations: Individually or in groups, students make short presentations on a given topic, then facilitate discussion with their peers by posing and responding to questions
- Talking stick: A stick is passed between students. A person may only talk while they are holding the stick.

They must then pass it to another student.

Collaborative Group Tasks: Many tasks can be done in small groups to make them more engaging. Often the teacher can pose a question or series of questions, which small groups (5-7 is preferable for most activities) then work to respond to. The teacher can circulate between groups to provide guidance. Once finished, the students can then share their responses with other groups. Consider the following types of groupings and in what cases they might be advantageous:

- Whole class
- Large group (12 or more)
- Medium groups (7-12)
- Small groups (4-6)
- Triads (3s)
- Pairs (2s)
- Heterogeneous groups (according to a specific criteria)
- Homogenous groups (according to a specific criteria)
- Specialized groups (with each group taking a different task/ role)

Strategies for introducing concepts and information

The following strategies are "multi-purpose", but are particularly suitable in cases where new content (knowledge and skills) needs to be introduced to students. Note that they do not all involve the teacher "telling" the content to students. Many are student-directed, and involve the students actively seeking the new content, or developing that understanding in other ways.

Approach	Description
Blended learning	A "dialogical" curriculum which includes multiple perspectives in the curriculum, including marginalized voices and under-represented perspectives
Classroom visitors	Strong representation of democracy and related issues
Collaborative learning/ group tasks	Flexible curricula organized around themes and pillars, allowing flexible implementation
Demonstration	An activity to show students how to do something, how something works, or to explain why things happen. This can involve materials, as with scientific demonstrations, or simply be done on the blackboard as with demonstrating a math algorithm.
Explanation	Explanations answer questions. Good explanations begin with what the students know already and build on it. Both teachers and students can provide explanation.
Field trip	Students are taken outside the classroom to learn in or explore the outside environment. This can include learning experiences in the schoolyard, or trips to other destinations like a local store.
Flipped approaches	In flipped approaches, students are given access to instructional materials (such as readings, recorded lectures, or videos) to consume at their own pace, usually at home, so that face to face time together in the classroom can be used for application and practice with concepts, rather than readings and lectures
Inquiry	A process in which students answer questions or solve problems by forming tentative answers then collecting information or data to confirm or modify their answers.

Interactive presentation	The teacher makes a presentation to students, using a variety of different media, such as visual aids, student participation, demonstrations, use of the chalkboard etc. The goal is to involve students' minds actively, and invite their interaction in some manner.
Learning centers	Centers are self-contained and, often, portable activities. These will typically include written instructions for students, an activity, and all the materials required to complete the activity. Some centers are designed to be used as primary instruction on a subject and aren't preceded by whole class instruction. Other centers are designed simply to reinforce or further develop what students have already begun learning.
Learning styles–presenting information in different ways	Learning styles refers to the three modes, auditory, visual, and bodily/kinesthetic, through which different students learn best. The instructional application of learning styles is to present information using these different modalities, and to provide learning tasks in which students can use these different modalities to explore and or/present their learning.
Mini-lecture	The teacher talks to/with students for the purpose of transmitting information. This can and should include the use of: visual aids, oral questions, demonstrations, student practice, or notes to accompany the talking.
Question and Answer/ Interviewing	Students are given the chance to ask questions and receive answers from the teacher. Interviewing is usually done one on one, or in a small group. Students may interview knowledgeable people in the community to learn more about a certain topic.

Reading	Students read through information provided by the teacher. Strategies to help students learn more from the reading include: ■ Having students read a portion of the text and then discuss it before reading the next portion ■ Having the students read the text, highlight important parts, and make written notes ■ Providing the students with guiding questions to think about as they read ■ Jigsaw strategy, whereby different groups of students read different passages, then the groups are re-formed so that the students can share with others the information they have read.
Research (student led)	Students begin with a topic relevant to the curriculum, then gather information to learn more about it. This information can include books, magazines, maps, brochures, atlases, computers etc. Typically the students will write a report or give an oral presentation to demonstrate their learning.
Viewing media	Students learn through viewing any kind of media, including: books, magazines, maps, film or video, listening to audio tapes etc. (see "flipped approaches")

Strategies for student practice and reinforcing learning

These strategies are also "multi-purpose" but are particularly suitable for reinforcement, or situations in which students already have a certain base level of knowledge/ understanding, and are working at higher levels to gain mastery over new knowledge and skills.

Approach	Description
Drill and repetition	Some concepts require memorization. Drill and repetition is the repeated revision of such concepts. This can be done orally, individually on paper, or with flashcards.
Games	Educational games are an enjoyable part of the student-centered classroom. The goal of the games should be learning-related, not just for fun. There are limitless possibilities for games, but here are a handful of possibilities which can be adapted for almost any kind of learning. ■ To make a simple quiz game, the teacher can divide the students into teams of small groups of students. The teacher poses questions and the groups are awarded points for correct responses. There are many variations possible. ■ For a simple guessing game teacher (or student leader) thinks of a concept or answer and secretly writes it down. Students must then ask questions to try to figure out what concept the teacher has hidden. One variation is "20 Questions" in which students may only ask "yes or no" answer questions.
Note-taking	Students record information presented by the teacher during a lesson. Typically student would write down important information in point form, and with diagrams, to help them recall what the teacher taught.
Practice assign-ments	Practice assignments are a broad category of paper-based assignments given to students. They usually contain a variety of practice questions for students to work on, as well as instructions to guide students through them. They can be completed in the classroom, or after the class as homework to reinforce learning.

Remedial help	The teacher gives extra help to students, individually or in small groups. The teacher may put weaker students together in a small group, or may space them out mixed into groups with stronger students which can support them. Remedial help can be given during class time while other students are working on other tasks, or it can take place outside of normal class time, like during breaks, or after school.
Skill practice	Any skill which is taught should be practiced by students. Students learn to do something by practicing doing it. Skill practice can be paper-based, oral, or done with the use of hands-on materials, depending on the skill. It's important that teachers demonstrate the skill and provide the right suggestions/scaffolding to help students be successful with their practice. If they practice doing something wrong, their performance will not improve!
Studying	Students study the material they have learned, to increase their retention and deepen their understanding. Strategies include: ■ Slowly reading through the material and thinking about it to try to deepen understanding ■ Creating and answering practice questions ■ Reading and re-reading the material ■ Creating flash cards to help memorize material ■ Working in pairs to quiz each other (one student asks a question and the other must answer) ■ Rewriting key words or phrases in the notes, to consolidate the information ■ Reviewing any practice questions which were incorrect the first time

Supervised student practice	Students learn a skill by practicing the skill, not by listening to someone talk about it. In the classroom, students can practice under the teacher's guidance and supervision, and learn more quickly than working alone. Supervised practice is usually a combination of individual work, close observation by the teacher, and short segments of individual, small group, or whole class instruction.
Think-pair-share	Students think individually, then pair (discuss with a partner), then share ideas with the class. Think-ink-pair-share is a variation which involves students writing down (inking) their ideas before discussing

Strategies to promote critical thinking

As with the other strategies presented, these are also "multi-purpose". However, what distinguishes these strategies is that they are particularly suitable for helping students to work with concepts at higher levels, making connections, contextualizing information, critiquing what they have learned, and so on.

Approach	Description
Case studies	Case studies are realistic situations or problems which students discuss and investigate. Typically the "case" is described and additional information such as readings is provided as a resource for students. Guiding questions or inquiry tasks accompany the case in order to guide the work of students
Concept mapping	Using a form of graphical organizer which allows learners to perceive relationships between concepts. This usually involves diagramming keywords, and indicating the relationships between them.

Debriefing	Debriefing involves discussing or analyzing something which has happened in the classroom. Teachers might model a skill, then debrief it to help students better understand what exactly the teacher was doing and why. The debriefing would include a description of the specific steps in completing the task. Teachers may also observe students' behavior or work, and then stop the class to debrief—discussing what they saw the students doing, strengths, weaknesses and suggestions.
Formative quizzes	Quizzes can be effectively used as learning tools. Once the students have finished writing the quiz, the questions can be immediately marked and discussed as a class to provide immediate feedback on learning. The important component of formative quizzes is to help students use them to look critically at their own understanding, their areas of strength, and relative weaknesses. "Open-book" quizzes are a variation in which student are allowed to refer to their textbooks and notes in order to help them answer the questions. This is often very motivating for students.
Gallery walk (Carousel)	Questions or subtopics about a topic are posted around the classroom. In groups, students brainstorm and write down their ideas as they visit each of the question stations.
Models of excellence	Students learn by examining models of excellent work. This can involve reading excellent essays or stories, looking at good solutions to questions/ problems, discussing samples of projects done by other students. Teachers typically need to debrief with students or guide the discussion in some manner so that students are made aware of the salient points of what is meant by "excellence". A variation on this approach is to present a model which may or may not be "excellent" and have students work together to critique it. Be careful to make any such examples anonymous.

Open-ended assign-ments	Any form of student assignment is an opportunity for students to reinforce their learning and further develop their skills. Assignments should be engaging, interesting and challenging for students. To promote critical thinking, give students tasks which challenge them to apply material in new ways, to discuss or critique material, or to make linkages that go beyond what you have taught.
Place mat	An activity where a question or problem is presented to a group of students, and students write a response in their designated portion of the group's page (place mat). The students must then discuss their responses and decide together what to include in the central portion of their page, as a group response to the initial question.
Plus, Minus, Interesting (PMI)	To foster higher level thinking about a topic, a piece of work, or an idea, students list out positive (plus), negative (minus), and other (interesting) aspects of the topic. This is useful to help students evaluate something, or to help them make decisions between alternatives.
Project method	In projects, students typically choose a topic within the parameters set by the teacher. Students will then learn about the topic through a variety of activities. Finally students present their learning, again within parameters set by the teacher. This presentation of learning may include: written reports, oral presentation, drawings and diagrams, making models, creating songs etc.
Summaries	Summaries are an important way to get students to review the important points of a lesson. Summaries can be oral or written, and can be provided by the teacher, by individual students, or formulated in groups. One variation is the "one sentence summary" where students must write a single summary sentence that includes all the key information about the topic studied. This is hard to do and requires high-level thinking. Students can then share and discuss their summaries.

Teaching others/ Peer tutoring	Students help one another. Typically a more capable student is paired with a student (or group of students) that needs assistance.
Visualization	Students can often delve more deeply into a topic of study by visualizing it. To be effective, visualization usually needs to be led by the teacher. The teacher can ask students to close their eyes and imagine they are in a certain place, or carrying out a certain task related to the topic of study.
Written reflections	Any learning topic can become a topic for reflective writing. The teacher can provide guiding open-ended questions which students respond to in their writing. The questions are designed to make students think deeply about what they have learned

Six Balances in Implementing EfD

A variety of tensions inevitably result during any process of change. Many teachers feel these tensions when implementing EfD because it is very different from traditional ways of teaching. Teachers must strive to find the right balance between extremes, in order to mediate these tensions and be as effective as possible in the classroom.

Balance 1: Explicit and Tacit

Much of the discussion in this Guidebook has been about tacit learning, and the role of contextual factors in students' experiences. However, most curricula, and most educational resources are heavily focused on explicit teaching of content. This is true whether we are talking about democracy (teaching about democracy versus cultivating democratic citizens), or science (teaching about science rather than developing young scientists), or any other field of inquiry. In implementing EfD,

bear in mind the importance of creating a context for student experience that supports the things that are being talked about explicitly. Consider the following strategies:

- For each lesson you teach, identify the main purpose, then ask yourself how you might give students an experience related to that purpose.
- Begin analyzing the "hidden curriculum" in your classroom, by questioning "why" you do things the way you do, and what the impact might be on students.
- Spend some time thinking about what you think should be the underlying purpose of education, then ask yourself, to accomplish that purpose, how would you best organize classroom life?
- Spend some time reviewing the tables in the section on Democratic Context, and consider in your own classroom, what should be getting away from, and working towards.

Balance 2: Individual and Group

It is easy to think about a class as one clump, and to forget about students' differences. It is a lot harder to keep in mind that each of the students is an individual, with their own backgrounds, strengths and weaknesses, and learning preferences. Meeting the needs of all of those individuals is a challenge. It's impossible to meet every student's needs one-by-one, there's simply not enough time. Teachers instead need an approach that will meet most of the needs of students in the classroom, and *is still adaptable and flexible enough to cater to the unique needs of individuals*. Consider the following strategies:

- **Plan to meet diverse needs:** Plan a variety of instructional strategies, reflecting a range of learning

styles. Open-ended tasks also increase chances for diverse learning experiences. In addition, plan student tasks that will allow you to spend time circulating around the class and facilitating learning... this is impossible if the teacher is lecturing for the whole class.

- **Facilitate on multiple levels:** Provide specific guidance and suggestions to individuals, small groups, and the whole class, as appropriate. If many students are making the same mistakes or have similar questions, it is sometimes worth interrupting everyone's work to provide clarification.
- **Communicate in multiple ways:** During class, present information in a variety of modalities: text, orally, in charts, act it out etc. This will help most learners, even if they have different ways of understanding things. Allowing students to pose questions or discuss amongst themselves is also very beneficial to most students.
- **Provide extra support:** Providing extra support outside of class for students who really need it is always an option; however, we cannot do this with all students. Offering tutoring or review sessions periodically is a good strategy, since it allows the teacher to focus support on a small group of weaker students.
- **Ask for support:** Some schools have had success with team teaching, by inviting additional teachers to come in and work with students if classes are too large.
- **Scaffold:** Providing clear, concise guidance to students, and structuring their learning tasks (for example, breaking them down into steps) will dramatically increase the quality of work of the weakest learners. For complex tasks, give very clear parameters for what students need to accomplish, and how they should

proceed.

Balance 3: Freedom and Structure

If learning tasks and the learning environment are too rigid, students' development will be stifled. Students require freedom in order to reach their potential and develop their creativity and thinking skills. However, if the classroom is too free, the teacher will lose control of the lesson, and learning goals may not be accomplished. Ideally, the learning environment and learning tasks will be structured in a way which focuses and scaffolds students' behavior and thinking rather than limiting it. Consider the following strategies:

- **Open-ended tasks:** Use open-ended questions and tasks where there can be a variety of outcomes. You can facilitate student success on these by providing clear guidelines around what is expected of students, what outcomes they should attain, time limits, guiding questions etc.
- **Break down complicated tasks:** Teachers can help all learners, especially the weakest, by breaking complex tasks (such as writing essays, solving problems, and conducting experiments) down into steps or chunks, and providing students with guidelines for each chunk. This will scaffold the task to help ensure each student attains satisfactory outcomes. These steps should not be provided as a prescription, but rather, as general guidance to start from.
- **Classroom management:** Students need an environment that is focused on learning, it should be quiet during individual work, and controlled during group work. The teacher must ensure that this is the case, but can do so in a caring manner.
- **Routines and procedures:** Students like to know what

to expect from their teachers, and they like to know what teachers expect from them. Developing routines for regular activities (such as passing out/collecting materials, lining up, or getting students' attention) is an important way of increasing classroom focus and efficiency without restricting students unnecessarily.

Balance 4: Teaching and Learning

It is easy to confuse teaching goals with learning goals, but our emphasis must be on the latter. Avoid setting goals for yourself like "get through chapter x" or "finish the first half of topic y". Many teachers make the mistake of rushing through material with students, which may allow them to finish their teaching tasks, without students really learning the material. Teachers can teach in a variety of ways, but the teaching is not successful if the students haven't learned what they should have. Consider the following strategies:

- Rather than planning lessons around what content you need to teach, plan instead around what learning objectives students need to fulfill, or around provocative questions which will interest students in the material
- Decide what instructional strategies are appropriate for the learning goals, and the lesson content.
- Assess learners regularly to ensure that they have learned what they should have. Small-scale formative assessment (like quizzes) should be conducted frequently.
- Remember that texts (and other resources) are only a resource to support learning. They should not dictate everything that students do.
- Help students to make connections with the material they are learning, since that will make learning easier

and more relevant for them. Four types of connections are important: connections to prior knowledge; connections with other topic areas; connections to the outside world; and personal/emotional connections between students and the content.

Balance 5: Depth and Breadth

Many teachers would like to help their students learn content on a deeper level, but struggle with how to do this effectively in practice. The tough demands of the curriculum schedule make this even more challenging because teachers feel pressure to move quickly from one topic to the next. However, keep in mind that deeper learning is a kind of investment. If students learn something on a deep level, their foundation for subsequent learning will be stronger, and that later learning will be both quicker and easier. Consider the following strategies:

- Begin lessons with big questions (primary questions), problems, or critical issues which will be investigated. As learning proceeds, help students contextualize their learning in terms of these overarching questions. This gives students a mental framework which facilitates their deeper thinking.
- Have students apply what they've learned in new contexts. We don't want students' learning to be confined to the examples and situations discussed in class. Challenging students to apply learning in new contexts will help them to become more flexible, adaptable, and creative.
- Ask higher-level questions, and more of them. As you respond to students' answers you can clarify their misconceptions and raise additional questions to

challenge their thinking.

Balance 6: Old and New

Many teachers are excited about new teaching approaches, and are trying hard to implement them. However, it is important you don't forget about the things that have worked well for them before. When you are trying new things, *don't throw the baby out with the bathwater*. There are many similarities between good teachers in the traditional sense, and good teachers in the context of EfD.

Regardless of their pedagogical orientation or teaching style, effective teachers do the following things: manage student behavior; prepare well for classes; respond fairly and reasonably to students; communicate clearly and effectively; keep the classroom tidy and organized; maintain clear and accurate student records; demonstrate commitment to their work; keep classes interesting and engaging; care about students and their learning; reflect on their teaching; and strive for continual improvement. Consider the following strategies and approaches:

- Make "good teaching" your goal, and spend time reflecting on what "good teaching" really means to you
- Don't think about EfD and traditional teaching as a dichotomy, instead aim to integrate the two effectively to suit your local situation. Use the styles and strategies which are most effective in helping you accomplish the goals of the lesson
- Think about the most effective teachers you know, and the most effective teachers you had as a child, and reflect on what made them so good
- Learn as much as you can about new pedagogies, and reflect on how they fit into your idea of good teaching

- Reflect on your lessons, and always strive to improve
- Take every opportunity to observe other classes and learn from your peers

Teaching Adults Versus Children

This Guide focuses primarily on how democracy might fit into the kind of education that takes place in conventional education settings, namely primary and secondary school systems. However, the underlying principles, and the importance of considering the hidden curriculum when designing and delivering an educational program, are applicable to all education and training settings. This includes a wide range of adult education settings, training courses, certification programs, independent study programs, online learning, and so on. That said, there are a number of important differences to consider when working with adults, a number of which are presented in the table below.

Category	Teaching Children	Teaching Adults
General Differences to Consider		

Self Concept	Children are relatively dependent on teacher and often enjoy that dependence	Adults expect and enjoy independence
	Expect to be taught, and tend to take little responsibility for teaching selves	Tend to like control, and like to take control, rather than being told what to do
	Often rely on others to decide what is important to be learned	Usually decide for themselves what is important to be learned
	Expect teacher to be dominant in determining what, when and how something is to be learned	Learning is a process of sharing with the teacher and one another; teacher has responsibility to encourage and nurture the process of self-direction
Need to know	Children need to know what the teacher teaches in order to pass and get promoted, and will often accept material even if they don't see its application to their lives	Adult learners need to know why they need to learn something before; they demand that what they learn be practical or useful

Experience	Children have few experiences relevant to what is being taught; therefore, teacher must create pertinent experiences	Have many experiences; therefore, teacher must draw on their experiences to engage them and enrich the class. They may have mixed viewpoints
	Teachers or experts are the main transmitters or designers of the students' experiences	Teachers should trade off with the adult-learners and give them substantive opportunities to contribute in class
	Little ability to serve as a knowledgeable resource to teacher or fellow classmates, but may do so with guidance	Significant ability to serve as a knowledgeable resource and trainer for fellow learners; like to have their experiences and expertise validated
	Teachers seldom recognize experiences that children do have	In some areas, students may have more experience than the instructor
	May be hesitant to discuss in class, with more reliance on one-way teacher to student communication	Are disposed to engage in 2- and 3-way communication: instructor to student and student to student

Readiness to learn	Children are not necessarily ready to learn. Teacher must try to motivate them, and decide when it is time to learn specific skills or knowledge	Adults normally come to class motivated and ready to learn, because they've chosen to be there or have other incentives to learn
	We often impose uniform curricula on children by classes and age groups, based on what we think they should learn	Adults learn in order to cope with real-life tasks, and seek out learning opportunities based on their needs and interests
	Children are believed content to study for the future ("someday you'll need this.")	Adults are pragmatic, they want to be able to apply learning immediately
	Children can be contented learning only at the knowledge and understanding level, but enjoy applications and higher level engagement	Many adults can barely tolerate studying anything that can't be applied to a task they expect to perform, and often get quickly bored with "information" or "theoretical" content
Orientation to learning	Children are scheduled and subject-centered, and often enjoy having this structure (1:00 reading; 2:00 math etc.)	Adults and trainers usually prefer to be problem- or task-centered, and to design their own schedules
	Usually accept the importance and accuracy of what is being presented at face value	Need to validate the information based on their beliefs and experience
	Learning is often seen as process of acquiring subject matter content to be used later in life	Learning is seen as a process of increasing competence to achieve full potential in life.
	Expect what they are learning to be useful in their long-term future	Expect what they are learning to be immediately useful
Democracy-related Considerations		
Under-stand-ings of democ-racy	Depending on their age, most will have very limited understanding	Will have a wide range of experiences, opinions, and possibly biases on democracy and related issues

Personal identity	Have developing identities, may associate with a particular group, may have perspectives on other groups	Will have complex and entrenched identities, including perspectives and opinions about other groups; may have experiences with intolerance
Perspectives on democratic issues	Most will have limited awareness and knowledge related to democratic issues, with few if any strong opinions	Will vary widely in how aware and informed they are on democratic issues, but many will come with strong opinions or perspectives on certain issues

Considerations for Parents

Although this Guide is focused primarily on formal education settings, the contents are applicable to any context in which people are learning and developing, and the home is surely the most prominent of these, particularly in children's early lives. If we really want to promote the development of our children as democratic citizens, we need to give strong consideration to how students' informal education and socialization at home contribute to their development. As with the discussion above regarding democratizing education, many of the things that help to promote democratic citizenship also promote good development more generally. We value things like autonomy, initiative, self-efficacy, open-mindedness, perseverance, and critical thinking ability, and these are as important for healthy and satisfying lives in the non-political realm as they are for democratic participation. The following questions are presented for the consideration of parents and caregivers, as they concern the way in which the home environment may contribute to children's development as democratic citizens. Such questions are just a starting point for more in-depth consideration about how to raise democratic citizens.

How authoritarian or democratic is your home environment? Remember that children develop in relation to their environment, and what becomes "normal" for them depends a lot the home environment. A democratic home environment does not mean that every decision needs to be discussed and negotiated with children. Children and young people benefit from having authority figures, but when those authority figures are fair, transparent, explain their reasoning, and are to discussion, the benefit is even more.

What kinds of routines and habits are developing at home? Routines and "ways of doing things" at home develop into habits, norms, and expectations for children. Personal responsibility develops as children practice taking responsibility for taking care of themselves, cleaning up after themselves, taking care of their belongings, and so on. Autonomy develops as children, with the appropriate supervision and coaching, practice doing increasingly complex things on their own.

What media are your children exposed to, and how do they consume those media? Media exert a very powerful influence on young people, and it is important for the responsible adults to monitor what media they are exposed to, and to discuss the content with them. Children should be exposed to age appropriate material, depicting a range of perspectives, topics, and ideas. Discussing the media with children will help them to develop the ability to reflect critically, to develop appropriate perspectives on the topics, and to form their own opinions and identities.

What kind of freedom and responsibility are they afforded? Democratic citizenship involves balancing freedoms and responsibilities. Both freedoms and responsibilities are naturally restricted for young children, but as the children

grow older, both should be increased gradually and in balance with one another.

What is the nature of children's playtime? Play is a natural part of childhood, and is fundamental to how young children learn and develop. That said, it is important for caregivers to channel children's energy into constructive forms of play, that reflect the kinds of values you hope for them to develop. Be aware of the kind of gender concepts or perspectives on violence that may be embedded in certain toys and forms of play, as all of these have a hidden curriculum of their own.

What kind of role model are you? Children's primary caregivers are usually the most influential people in their lives. The values and behaviors that you exhibit are a model for the children in your care, and this includes things like: your perspective on current events, your attitude towards the other gender, your feelings different ethnicities and religious groups, your attitude towards disadvantaged persons. It also includes the way in which these attitudes translate into action.

What other influences and exposure do they have? In addition to the role modeling of primary caregivers, it is also important to consider the friends and other adult influences in children's lives. It will be great for children to develop friendships with, and have exposure to, people representing different groups and different walks of life. This will contribute to their open-mindedness, their acceptance and respect for other groups, their appreciation for different perspectives and circumstances, and the broadening of their perspective on the world in general.

A Final Word

How might the connection between EfD and quality education more generally help you to gain the support of parents and administrators for innovative new teaching practices?

In contexts where democracy is a contested subject, there may be some hesitation on the part of teachers to begin working with democratic concepts in their classrooms. It is worth noting, therefore, that the approaches outlined in this Guidebook are entirely consistent with contemporary best practices in education. Around the world, in every region, you will find governments actively reforming their education systems to incorporate constructivist principles, and student centered active learning strategies. Around the world, in every region, classrooms are becoming more open, more interactive, and more dynamic.

Although this work has not cited the educational literature for sources of the different theories and strategies discussed, you can rest assured that they are research proven. Whether we are discussing the role of group work or student participation in school life, or decentralized governance and student-centered policy reforms, the recommendations in this Guidebook are not only related to education for democracy. The are directly related to quality education in general.

In terms of educational outcomes, the learning of knowledge and skills is strengthened when students are given opportunities to critically engage with content and make linkages between subjects, and between learning in school and life outside of school. The associated pedagogical reforms focus on making learning more active and student-centered. This takes students from a passive and complacent role in the classroom, to a more active and engaged role. This is good for the development of democratic citizens, and it is

also, more fundamentally, good for learning.

Other common reforms, such as those related to school leadership and instructional supervision, not only help to create more effective education systems but also create a context with higher levels of engagement from educational stakeholders, which is highly relevant to democracy. Reforms aimed at increasing educational access, or those supporting marginalized or disadvantaged groups, are inherently relevant to social justice, and hence democracy. There is a high degree of synergy in advocating for EfD alongside or within reforms to enhance educational quality and access.

While there may be some apprehension around explicitly embracing democracy in education, for fear of political repercussions, it is important to know that the approaches outlined in this Guidebook stand on their own. What is good for children is good for society.

APPENDIX A: SAMPLE RUBRIC FOR ASSESSING STUDENT CENTERED TEACHERS

Sample Rubric for Assessing Student Centered Teachers			
Comment **Criteria**	**Needing Attention**	**Acceptable**	**Excellent**
Instructional Strategies 1. Variety 2. Appropriateness to content and students	1. Instructional strategies tend to be repetitive and lacking variety 2. Strategies may be inappropriate to student needs or to lesson content	1. Instructional strategies show some variety 2. Strategies are generally appropriate for most students and most lesson content	1. Instructional strategies show a great range of variety 2. Strategies meet the needs of students and are well-suited to the content being taught
Pedagogical Relationships and Classroom Climate 3. Pedagogical relationships 4. Peer relationships 5. Classroom management	3. Positive pedagogical relationships are not apparent 4. Peer relationships may exhibit tension 5. Student behavior is unfocused and/or classroom functions inefficiently	3. Student-teacher relationships are cordial 4. Peer relationships are generally positive and conducive to learning 5. Student behavior is generally appropriate and little time is wasted	3. pedagogical relationships are apparent, with all parties focused on learning and growth 4. peer relationships are positive and productive 5. student behavior is very focused and procedures are in place to ensure efficient classroom functioning

Assessment 6. Variety 7. Recursive relationship to teaching	6. Little variety in assessment strategies used/ assessment focuses on tests 7. Assessment largely summative and may not bear significant relationship to instructional methods	6. Some variety present in assessment strategies, with some balance between tests and other work 7. formative assessment takes place, but may not have a significant relationship to instruction	6. A broad range of assessment tools are used, including assignments, written work, anecdotal notes, and tests 7. Formative assessment is regular and is used to plan further instruction
Student Learning 8. Assessment performance 9. Other learning/ growth	8. Student achievement on assessments does not reflect significant learning for most students 9. There is little evidence of student progress and/or social development	8. Student achievement on assessments reflects varying degrees of learning 9. Students progress to varying degrees and may exhibit social/ personal development as well	8. Student achievement reflects exemplary learning, with all students achieving some success 9. Students all make progress in a number of areas, and social/ personal development is noticeable

APPENDIX B: GLOSSARY OF KEY TERMS IN EDUCATION FOR DEMOCRACY

The following is a list of terms relevant to the discussion of education's role in the development of democratic citizenship, many of which are underlined in the preceding text. The list is not exhaustive by any means, nor are all of the terms below referred to explicitly in the text. Nonetheless, a solid understanding of these concepts will support an enriched understanding of education for democracy, and an enriched reading of the text, as the concepts are highly interrelated.

Active citizenship: Participation in civic activities and community events.

Active learning: Learning processes that engage learners in participatory activities, rather than just passively receiving information. Active learning approaches include things like discussions, student-directed experiments, student research projects, and even the use of questions that engage students in actively thinking about what is being learned. Active learning can be contrasted to passive learning, which relies heavily on lectures.

Adaptation: In the context of EfD, adaptation refers to the acclimatization of students to their external environment. This includes conformity with rules, procedures, and unwritten expectations.

Assessment: The process of verifying the degree of learning or mastery obtained by a student. In assessment teachers must give attention to: what is being assessed (the assessment topic or task); how it is being assessed (the assessment tool or criteria); as well as how the

Facilitation and delivery 10. Clarity 11. Facilitation of learning 12. Meeting individual needs	10. Communication may lack clarity or clarity of purpose 11. Student learning may not be adequately facilitated 12. Varying individuals needs are not met	10. Communication is generally clear and purpose is usually explicit 11. Most students' learning is facilitated by the teacher 12. The needs of most children are met	10. communication is very clear and purposes are always explicit 11. The learning of all students is facilitated by the teacher. 12. All children's needs are met equally, though in different ways
Professionalism and Organization 13. Record keeping 14. Professional growth (i.e., PD, conferences, journaling, networking etc.)	13. Record keeping may be disorganized or incomplete 14. Little effort is apparent to progress professionally	13. Records are kept and are generally complete and organized 14. Some effort is made at professional growth	13. Records are kept diligently and are accurate in their organization and completeness 14. Professional growth is actively sought after through a number of channels

results of the assessment are being communicated (and to whom). Assessment plays an important role in the hidden curriculum, because it communicates values to students about what is considered important and valuable in school and society.

Assumption: An idea, position, or perspective that is assumed to be true, even without proof. Assumptions are often unquestioned or unnoticed by those who hold them. Exploring and questioning assumptions is an important part of public discourse and private debate, because assumptions can be a source of disagreement between two reasonable and intelligent people.

Attitude: A perspective, feeling, or expression of favor or disfavor towards a certain object (person, place, thing, position, or event). Attitudes are important to the discussion of EfD because they are often included in educational objectives, without reference to how they can be taught. Moreover, it is important to note that attitudes are not directly linked to behavior. As such, rigorous approaches to EfD aim to go beyond cultivating attitudes, and instead aim to cultivate active democratic citizenship, and corresponding dispositions.

Autonomy: The freedom and capacity to think and act independently. Autonomy relates to self-efficacy, and implies both informed and uncoerced decision-making, as well as the capacity to follow-through on decisions. Full autonomy requires escaping from ethical servitude (see ethical servility).

Backward design: The design of education programs, working backwards from the intended educational outcomes, and then determining the best pedagogical approaches and resource materials to achieve those outcomes.

Character: The moral and cognitive qualities of an individual. Character can be understood to refer to the collection of dispositions, attitudes, perspectives, assumptions, habits, and tendencies associated with a given person.

Civic engagement: The condition of being interested and active in civic life. Civic engagement relates closely to active citizenship above.

Civics: A subject area or course taught in many countries. Civics generally includes subject matter related to history, geography, political science, and other social sciences.

Civil society: A general term used to refer to the aggregate of non-governmental institutions and activities that represent and manifest the perspectives and interests of citizens. Civil society includes non-governmental and non-private sector organizations, as well as the family, the private sphere, and loosely organized groups of individuals.

Closed questions: Questions which have a single answer and limited alternatives for response. Closed questions are often factual in nature, or solicit short one-word answers such as “yes” or “no”.

Cognitive schemata: The cognitive frameworks developed by individuals in order to organize and classify knowledge about a particular concept. Cognitive schemata can be represented by a web of information, ideas, attitudes, and so on.

Conflict resolution: The capacity to resolve conflicts sustainably, and preferably without coercion. Conflict resolution often relies on reasonable and respectful discussion, empathy, and acceptance of differences. Conflict resolution may be undertaken by the parties

involved in a conflict, or by a third party.

Conscientization: The process of becoming critically conscious, and politically aware. Conscientization is related to critical thinking and media literacy, and the development of an in-depth understanding of the world, and particularly, power structures, biases and propaganda, as well as social and political contradictions.

Constructivism/ constructivist: An educational theory or paradigm which posits that learners construct new knowledge based on their experiences. It is contrasted to educational perspectives which hold that learning can be transmitted directly from teacher to student. Constructivism is associated with pedagogical approaches that promote student entered active learning.

Content matter: The explicit content of a lesson, subject area, or curriculum. Content matter refers to the material that teachers teach. Operationally, this translates to what the teacher and textbooks say about a given topic.

Contextual factors: The environmental factors that comprise students' schooling environment, and shape students' daily experiences. Contextual factors are associated with the "teaching" of the hidden curriculum. These include physical factors, social factors, and institutional factors. Physical factors are things like the arrangement of the classroom environment, the visual environment, the school building itself etc. Social factors include things like the teacher as role model, peer relations in the classroom and schoolyard, the ways students are grouped, and so on. Institutional factors include the broad range of policies and procedures that condition students' experiences, including things like the school

schedule, classroom rules, and homework policies.

Criteria: The specific standards or principles by which something may be judged or decided. In the context of assessment, criteria are often used as the basis for forming judgments about the quality of a students work. They may be incorporated into checklists, rubrics, or feedback forms.

Critical consciousness: See conscientization above.

Critical literacy: A skill area or instructional approach related to critical pedagogy, in which students learn to read texts and other forms of communication in a critical and reflective manner, in order to better understand power, inequality, and injustices in human relationships and society more generally.

Critical pedagogy: An educational paradigm and approach to teaching and learning that views education as a primary means of individual and collective empowerment. Critical pedagogy works to empower learners to overcome oppression, to recognize and question hegemonic structures and tendencies, and to take constructive action. In critical pedagogy, students are encouraged to ask critical questions, to seek answers to those questions, and to take constructive action in relation to those questions.

Critical thinking: A process of actively and adeptly conceptualizing, analyzing, synthesizing, evaluating, or otherwise working with information. Critical thinking is associated with higher order thinking, and also involves evaluating information to uncover biases, assumptions, heuristics, and other cognitive errors which distort or mislead audiences.

Cultivation: In the context of EfD, cultivation refers to the

development, over time, of a given virtue, attitude, habit, perspective, or related disposition. While education colloquially refers to the relatively shorter-term achievement of educational objectives, which are usually related to knowledge and skills, cultivation refers to the slower process of character development, and is related to the broader socialization and enculturation process.

Curricular integration: An approach to organizing teaching and learning, in which different subject disciplines are integrated together, in order to help students develop connections between the different aspects of their learning. In integrated curricula, topics are often organized around broad questions, or themes, which allow for the different subject areas (such as language, science, social science, mathematics) to be used in different ways to enrich the learning experiences of students in relation to the main topic or question.

Curriculum: The term curriculum is used in many ways, and can refer to a course of study, a syllabus, a set of learning experiences, a set of books or readings, or a formal document outlining mandated learning outcomes. In general terms, curriculum usually refers to the planned learning of students. Educators often draw distinctions between different kinds of curricula, such as the planned curriculum (what teachers plan to teach), the taught curriculum (what teachers think they taught), the lived curriculum (what student experience during the teaching), the formal curriculum (that which is mandated by the school, board, or Ministry), and the hidden curriculum (that which is learned, but not intentionally taught).

Debate: A pedagogical approach in which different perspectives,

positions, or sides of an issue are discussed, with one individual or group taking one position and advocating that position in relation to others. In debate, students learn about the content or issue being debated, as well as other skills related to argumentation and advocacy, among others.

Democratic content: Educational content related to democracy. This can include, at a minimum, content about democracy and democratic systems, as well as issues that are relevant or important to democratic ideals.

Democratic engagement: Civic engagement which is specifically related to democratic life, including but not limited to participation in formal institutions like elections. Democratic engagement can also include participation in other aspects of civic life, including advocacy activities related to themes or issues that are relevant to democratic ideals.

Democratic issues: Issues relevant to democratic ideals, such as equality, liberty, human rights, social justice. Other interrelated issues include: poverty; war and peace; environmental degradation; oppression; minority rights; justice, and so on.

Democratized content: Educational content that is at least partially student selected, student generated, or selected based on students' interests, priorities, or unique contexts. This can include individualized content, tailored to each student. This can be understood as reflecting democratic principles because students are active participants in determining what it is that they learn. Democratized content can be contrasted to conventional educational contents that tend to be defined using a top down authoritarian approach where

the teacher (or educational authority) decides what should be learned, and sanctions the specific resources that can be used for teaching it.

Discussion: A pedagogical approach which attempts to engage students in actively talking about, asking questions, and responding to one another as they think through the content they are learning. Discussion is a highly flexible approach, and can be used with almost any kind of educational content, from discussion about number concepts and arithmetic algorithms, to ethical questions in the social sciences and humanities. In discussion, students learn not only the content being discussed, but also communication skills that are important to deliberative processes in democratic life.

Dispositions: A person's inherent qualities of character and mind, including assumptions, perspectives, deeply held beliefs, manners of thinking, behavioral patterns, and so on. Dispositions are of interest in EfD because they relate to a person's tendencies for certain ways of thinking and acting, which are important aspects of citizenship. The learning and development of a person's dispositions is a complex matter involving a plethora of influences, including home, school, media, and others.

Educational content: See content matter.

Enculturation: The process of learning the requirements of that culture, and acquiring the values, behaviors, and norms necessary in that culture. Enculturation is important to the discussion of EfD, because it deals with the acquisition of dispositions related to civic participation. In this view, a healthy democracy can be understood as a culture of democracy, in which young people gradually develop into active citizens throughout the enculturation process, and not just learning about

the democratic system.

Ethical servility: The condition of being unable to seriously consider alternatives to one's own values and beliefs. If students grow up indoctrinated in a given belief system (even one that calls itself democratic), they are ethically servile to those who have raised and educated them. Overcoming ethical servility is a precondition to autonomy.

Experiential learning: The process of learning from direct experience. Experiential learning involves students making meaning from their experiences, in relation to their previous experiences, prior knowledge, and other factors. In this approach, experiences can be authentic or staged, and often involve practical activities related to teaching goals.

Explicit: The property of being direct, apparent, or clearly articulated. In lecture-based approaches, teaching is a highly explicit activity, with most of the intended learning being directly dependent on the words of the teacher. Explicit can be contrasted with tacit.

Explicit teaching: Instruction or other teaching that is given directly, explicitly, and/ or intentionally, usually through words or clear non-verbal signals. Explicit teaching is best represented by lecture-based direct instruction, as well as the explicit teaching contained in textbooks. Explicit teaching can be contrasted to tacit teaching, which relates to contextual factors that influence learning much more subtly.

Extrinsic motivation: Motivation initiated from external influences, including rewards, punishments, threats, peer pressure, or other consequences. Extrinsic motivation is contrasted to intrinsic motivation, which

is understood to derive from internal impulses. The intrinsic/ extrinsic dualism is somewhat contestable, particularly in certain contexts where it is difficult to draw a clear distinction between one's personality and one's behavior.

Facilitator: One who facilitates, coaches, supports, guides, or otherwise orchestrates a process. In education, and especially in the context of student-centered education or EfD, a teacher is sometimes referred to as a facilitator, because the term denotes a more supportive role in guiding learning. This can be contrasted to terms like instructor or lecturer, which denote a more traditional (or authoritarian) lecture-based pedagogical style.

Formal curriculum: The educational content or objectives that are approved and mandated to be taught by the relevant educational authority (such as school, board, or Ministry of Education). There is no single standard form for a formal curriculum. Practically speaking, it may consist of a set of textbooks or other resources to be taught and learned, a requirement of course-hours in different subject disciplines, a high-level guiding policy document, or a more detailed document outlining the educational outcomes in each subject to be achieved by students in different grade levels.

Formative assessment: Assessment which takes place during a unit or course of study, rather than just at the end. Formative assessment can be understood as assessment for (rather than of) learning. While it assesses learning that has taken place, the objective of the assessment is to identify areas of mastery, weaknesses, and gaps in understanding, in order to provide constructive feedback to help students improve, and to tailor instructional planning to better meet

students' developing needs. Formative assessment usually involves using assignments, homework, checklists, short quizzes, and other short forms in order to determine students' progress. Formative assessment can be contrasted with summative assessment.

Hegemony: An indirect form of dominance, in which a power subordinates others through implicit means. This can include ruling through the threat of force, rather than direct force, or through limiting opportunities for economic participation, taxation etc. It may also include subtler ways of influencing the expectations and ambitions of subjugated groups through the control of media, education, propaganda, and so on.

Hidden curriculum: That which is learned, but not intentionally taught in schools. The hidden curriculum consists of learned patterns of interaction, perspectives, assumptions, habits, norms, values, beliefs, and dispositions, which develop over time as students adapt to their schooling context. Though largely unintentional, the hidden curriculum can have a much more profound and lasting effect on students than the formal curriculum, particularly in the area of students' political socialization.

Higher-level thinking: A loosely defined set of thinking skills and practices, based on taxonomies of thinking skills. Such taxonomies typically characterize skills like memorization, knowledge, and understanding as being at a lower level than skills like synthesis, analysis, and application, which require learners to work with the information in new, critical, or creative ways.

Inquiry: In general, any process that aims to augment knowledge, resolve doubt, reconcile discrepancies, or solve a problem.

Institutional factors: Contextual factors in students' experiences that are primarily related to laws, regulations, policies, procedures, and other frameworks (explicit or implicit) that impact the way in which schools and classrooms function. These can include: routines and procedures; discipline systems; assessment and reporting practices; school missions, and so on.

Integrity: The degree of adherence to ethical principles, and soundness of moral character. Integrity also relates to the consistency between one's actions, words, values, and moral position.

Intrinsic motivation: Motivation initiated from one's internal interests and desires, as opposed to external consequences (referred to as extrinsic motivation). Intrinsic motivation relates to the character of an individual, and actions motivated intrinsically are understood to be the result of the kind of person one is, rather than external pressures.

Justice and care: A sense of justice and attitude of care can be considered basic requirements for moral reasoning. A sense of justice refers to (partially subjective, and context-dependent) concepts of what is fair, what is right, and what is good in social life. Since justice connotes a kind of impersonalized virtue, it can be complemented with care-based ethics.

Learning outcomes: The outcomes of a learning process. The term "learning outcomes" usually refers to the planned or expected learning outcomes of a given program of study, and curricula consist entirely of lists of such outcomes. However, in practice, there are usually a wide range of learning outcomes that result from learning experiences that may be neither intended or desired. These latter unanticipated learning outcomes

are referred to as a hidden curriculum.

Mutual civic respect: Respect that goes beyond the mere tolerance of different moral and political viewpoints, to include taking other individuals and their ideas seriously.

Nested system: A set of systems nested within other systems, in which each system is an integrated whole, and at the same time, part of a larger system. Nested systems are often depicted hierarchically, with higher order systems providing the framework within which lower order systems operate; however, those higher order systems are themselves are comprised, fully or partially, of the operations of the lower order systems. In most education systems, the hierarchy is relatively rigid, because higher levels establish the policies and rules that guide and govern the operations of lower levels.

Open questions: Questions that have multiple options for extended responses. Open questions can be factual or subjective, and the common property is that they do not dictate a single correct response. Example: What conditions are necessary for the healthy functioning of a democracy?

Open-ended tasks: Learning activities which are non-prescriptive, and provide learners a variety of options or access points for how they go about the activity, and/or what kind of product they develop to demonstrate their learning.

Pedagogical content knowledge: Pedagogical knowledge and skills specific to a given subject discipline. Pedagogical content knowledge refers to the kind of knowledge within a specific discipline that helps

make new concepts and ideas easier for students to understand. It includes understanding of the kinds of fallacies which students may hold, and the useful analogies that help to communicate new ideas, as well as the kinds of teaching and learning activities that are most useful, appropriate, and effective within a given subject discipline.

Pedagogical relationships: The special type of relationship established between a teacher and a student that is different from other kinds of personal relationships. Pedagogical relationships may share some similarities with parent-child relationships, with friendships, with hierarchical (such as manager-employee) relationships, and so on, but they are best understood as something unique and distinct from any of those.

Pedagogy: The method and practice of teaching, or alternately, the art and science of education. Pedagogy refers to the full range of educational activities undertaken by teachers in particular, and school systems more generally.

Physical material factors

Political socialization: The (lifelong) developmental process by which people become aware of politics and form political dispositions. This includes the acquisition of political attitudes, perspectives, biases, behaviors, dispositions, and so on. Political socialization can be understood to be a product of both explicit and tacit factors, and especially those present in the family, in schools, from peer groups, the mass media, religious life, political parties, and work places. The specific and most influential factors will vary from individual to individual.

Prescriptive instructions: Instructions that prescribe a specific process, and therefore leave very little to the imagination of the person completing that process. Recipe books typically provide prescriptive instructions, which, if followed exactly, will provide reliable results. An over-reliance on prescriptive instructions can lead to dependency, and can stunt the development of autonomy and self-efficacy, as prescriptive instructions do not require students to think through processes and potential outcomes themselves, or to learn through experimentation.

Primary Questions: Principle, over-arching questions that are germane to the topic of interest. Primary questions would usually be related to the topic or unit of study in a given course, and are typically open-ended questions. Primary questions can be contrasted to secondary questions that probe for further information.

Problem-based learning: A student-centered pedagogical in which students learn about a given topic through the experience of solving a given problem. The problem can be generated by the teacher, or can be developed based on student interest, but should relate to the objectives of the curriculum. In problem-based learning, students typically in groups, and follow a process that is structured by the teacher in order to maximize learning and collaboration.

Procedural knowledge: Knowledge related to how to perform a given task.

Procedures: See routines and procedures.

Project based approach: A broad category of pedagogical approaches, in which students work towards the completion of a project related to a given topic or content

area. Project-based approaches can be individual or collaborative, and may be based on student inquiry, problem-solving, or more prescriptive processes. In many project-based approaches, students are given choices regarding the specific topic of their project, and the specific format of their final deliverables (i.e., report, poster, oral presentation etc.), within guidelines provided by the teacher.

Reasonableness: The state or characteristic of being reasonable. This includes behaving and speaking within the parameters of what is considered acceptable or tolerable within a given social context. Reasonableness is context dependent, as the range of what is considered reasonable in different settings can be quite different. Reasonableness can be considered as a necessary restriction or responsibility that comes with the freedoms associated with liberal democratic societies.

Reciprocity: The attribute of responding to positive actions with other positive actions, or behaving towards others in the way which one would have them behave. While reciprocity could technically include negative behaviors, in the context of EfD, the emphasis is on modeling and rewarding positive behaviors such as respect, tolerance, appreciation, and so on.

Responsibilities: The requirements and obligations of an individual. In a free society, personal freedoms are constrained by responsibilities, including the responsibility not to unnecessarily infringe on the freedoms of others.

Role modeling: The modeling of behaviors, speech, approaches, and other attributes to be emulated by others, especially by young people. Role modeling in schools may be intentional or unintentional, and may

be positive or negative. From the standpoint of EfD, teachers may be encouraged to model civic virtues like respect for all, reasonableness, and transparency (for example, with assessment criteria), to show an interest in civic life by participating in decision-making, by sharing their community involvement with students, and so on.

Routines and procedures: The recurring processes and ways of doing things in the school or classroom. Routines and procedures may be explicit or implicit, and can include a wide range of behaviors and activities, including: procedures for entering and exiting the classroom (i.e., lining up); what a child should do if they have a question (i.e., raising a hand, or asking another student); the way in which books or papers are passed out and collected; how interruptions or emergencies are handled; and so on. In general, the presence of clear routines and procedures decreases the challenges of classroom management, because they set expectations that students tend to appreciate and comply with.

Rubric: An assessment tool which sets out the criteria to be used for assessing a given task or construct. Rubrics also often provide descriptions of the different levels of mastery for each criterion, or a scale that can be used to increase the objectivity of the assessment process. Rubrics are commonly used to assess open-ended activities, or constructs which are not suitable to be assessed by conventional assessment procedures like tests.

Scaffolding (instructional scaffolding): A pedagogical approach in which students are given structures or parameters within which to work, that will enable them to work beyond the level they might be able to achieve

without such structures. Scaffolding can be understood as a temporary framework, erected to support students, which is later removed as students' capacities to work independently at a given level increase. Examples of scaffolding include: guiding questions used to promote understanding; the use of manipulatives to accompany written algorithms in arithmetic; vocabulary instruction prior to reading a challenging passage; providing an outline for students in order to improve the quality of their written reports, etc.

School climate: The character and quality of school life, and especially as it relates to the norms, values, interpersonal relations, interactions, processes, and institutional structures. School climate sets the tone or backdrop for teaching and learning in a school. It is related to school culture, and represents the general feeling or mood of a school. For example, does a school give the sense of being a warm, safe, and caring place for students, or is it a high-stress environment heavily focused on discipline and academics, or alternately, is it a chaotic, rambunctious, and generally uncivilized place. School climate has a strong bearing on the hidden curriculum, and many of the factors involve in school climate are similar to those associated with "teaching" the hidden curriculum.

School governance: The function leadership and decision-making processes at the school level. The function of school governance is usually carried out by key individuals, such as the principal or head teacher, and by larger structures such as a school management committee or board. Other structures, such as a parent council, parent-teacher association, student council, staff union, or others may also participate in governance. The framework for governance is often

established through higher-level policy, or by norms established within the larger education system.

Secondary Questions: Questions which follow-up on primary questions, in order to delve into more detail, solicit further information, challenge thinking, and so on. These can include probes, such as "Why do you think that?" or, "In what situations might that not be the case?"

Situated cognition: A theory that posits that knowledge and cognition are inseparable from the context in which they take place. Situated cognition argues that all cognition (including knowing) is bound to social, cultural, and physical contexts. Because of its focus on the contextual nature of cognition and cognitive development, situated cognition makes an important contribution to understanding how the hidden curriculum is learned, and how enculturation takes place more generally.

Social factors: Contextual factors in students' experiences that are primarily related to the social domain or interpersonal interactions. These include things like: role modeling from teachers; the types of sanctioned and unsanctioned interactions between students; they types of peer groupings that are formed; peer pressure; specific vocabulary, jargon, and slang that are used (since language is a social construct), and so on.

Social studies: A subject discipline taught in many education systems, related to social sciences, civics, political science, history, geography etc.

Socialization: The ongoing process of inheriting, acquiring, adapting to, and disseminating norms, customs, and ideologies from the surrounding society. Socialization provides individuals with the basic knowledge, skills,

and dispositions to function and participate in the surrounding society.

Social justice: Justice based on the concepts of human rights, equality, and opportunity. Social justice can be understood in terms of human rights are manifested and distributed across segments of society, and in this sense, forms an important foundation or context for narrower concepts of justice.

Student-centered: The property of being organized primarily around the student. It is both a mindset and an approach to practice, in which students, rather than the teacher, are the focus of activity in the classroom. Student centered teaching and learning approaches include things like: student-led projects, discussions, debates, research, experiments, collaborative activities etc. Student-centered education is relevant to EfD, because of the emphasis placed on meeting each individual student's needs, and supporting the development of their inherent potential. This approach resonates strongly with democratic values and principles.

Summative assessment: Assessment which takes place at the end of a unit or course of study. Summative assessment can be understood as assessment of (rather than for) learning. It can be contrasted with formative assessment. Most education systems heavily emphasize summative assessments, in the form of standardized exams.

Systems thinking: Thinking in which full consideration is given to the complex interplay of factors involved in a given phenomena or event. Systems thinking is particularly relevant to the social sciences, in which simple cause-effect relationships are seldom observed.

Tacit: The property of being non-explicit, implicit, unarticulated, or otherwise hidden. Much of the hidden curriculum in schools can be understood to be "taught" unintentionally by tacit factors that contribute to students' experiences in school.

Tacit teaching/ tacit learning: The active and intentional use of tacit factors in the schooling environment for a predetermined pedagogical purpose.

Teacher-centered: The property of being organized primarily around the teacher. Historically, most formal education systems around the world have been heavily teacher centered, with the teacher being the primary focus of attention and activity throughout the school day. Lecturing is the quintessential teacher-centered instructional approach, but there are also others, including demonstrations, and discussions which are highly directed by the teacher. These approaches are somewhat authoritarian in nature, and conflict in to some extent with democratic ideals; however, this should not be interpreted to mean that they don't have a role, if used sparingly and appropriately, in EfD. Teacher-centered approaches can be contrasted with more contemporary student-centered approaches.