

Teaching Democracy: The Role of Political Science Education

James Sloam

Politicians and academics have pointed to the fact that young people are increasingly disengaged from conventional politics in the UK. This is illustrated by the dramatic fall in electoral turnout and the ageing of political party memberships in recent decades. Yet recent research has shown that young people remain interested in politics even if they are put off by the political process. In the context of higher education (HE), political science programmes have seen a significant increase in applications (mostly from young people). While a lot of attention has been paid to citizenship education in secondary schools, surprisingly little emphasis has been placed upon the role of the tertiary section in teaching democracy. This article argues that political science education can play an important part in rejuvenating politics by adopting a constructivist approach, establishing synergies between pedagogical and participatory goals.

Keywords: political science; education; democracy

Introduction

In recent years politicians and academics have become increasingly concerned about the rise in political disengagement among young people (15 to 24-year-olds, inclusive) in the UK. In the 2005 general election, only 37 per cent of 18 to 24-year-olds voted compared with 61 per cent of the general population (Electoral Commission 2005). The existence of *political apathy* also seemed to be confirmed by rapidly falling and ageing memberships of political parties (Scarrow 1996; Mair and van Biezen 2001). While disengagement in electoral politics has increased in society as a whole (Power Inquiry 2006), this trend has been particularly marked in younger cohorts. Recent youth-centred studies have nevertheless shown that, while 'the majority of young people do not engage in formal political activities such as voting or belonging to political parties [electoral politics]', they remain interested in politics (more broadly defined) (Catan 2003, 2). In short, young people are still interested in political issues, but have become alienated from the political process and therefore seek to achieve their goals through new modes of participation such as *consumer politics* (Pattie et al. 2004; Sloam 2007). In Higher Education (HE), students (mostly young people) remain interested in political issues, as illustrated by the dramatic increase in the number of applications to political science programmes.

Education has long been viewed as a way to rejuvenate the linkages between the political system and its citizens. Political philosophers have long stressed the centrality of education for democracy (e.g. Dewey 1916; Mill 1973; Kant 1978). Although this theme has been investigated extensively at the levels of primary and



Teaching Democracy

**Council of Europe, Rolf Gollob, Peter
Krapf**

Teaching Democracy:

Globalisation, Values Education and Teaching Democracy Joseph Zajda, Pamela Hallam, John Whitehouse, 2023-01-18 This book critiques dominant discourses and debates pertaining to values education cultural identity and teaching democracy set against the backdrop of growing social stratification and unequal access to quality education It addresses discourses concerning globalisation ideologies and the state as well as approaches to values education and teaching democracy in schools The book explores the ambivalent and problematic connections between the state globalisation values education and teaching democracy It also explores conceptual frameworks and methodological approaches applicable to research on values education multiculturalism and identity politics Drawing on diverse paradigms ranging from critical theory to globalisation and by focusing on globalisation ideology and values education the book critically examines research dealing with cultural diversity and its impact of identity politics Given the need for a multiple perspective approach the authors have diverse backgrounds and hail from different countries and regions offer a wealth of insights contributing to a more holistic understanding of the nexus between values education multiculturalism and national identity With contributions from key scholars worldwide the book should be required reading for a broad spectrum of users including policy makers academics graduate students education policy researchers administrators and practitioners

Learning Democracy in School and Society: Education, Lifelong Learning, and the Politics of Citizenship Gert J.J. Biesta, 2011-10-21 This book explores the relationships between education lifelong learning and democratic citizenship It emphasises the importance of the democratic quality of the processes and practices that make up the everyday lives of children young people and adults for their ongoing formation as democratic citizens The book combines theoretical and historical work with critical analysis of policies and wider developments in the field of citizenship education and civic learning The book urges educators educationalists policy makers and politicians to move beyond an exclusive focus on the teaching of citizenship towards an outlook that acknowledges the ongoing processes and practices of civic learning in school and society This is not only important in order to understand the complexities of such learning It can also help to formulate more realistic expectations about what schools and other educational institutions can contribute to the promotion of democratic citizenship The book is particularly suited for students researchers and policy makers who have an interest in citizenship education civic learning and the relationships between education lifelong learning and democratic citizenship Gert Biesta www.gertbiesta.com is Professor of Education at the School of Education University of Stirling UK [Teacher Education and the Development of Democratic Citizenship in Europe](#) Andrea Raiker, Matti Rautiainen, Blerim Saqipi, 2019-11-21 This book uses international collaboration between nine European countries to explore how teacher education systems across Europe perceive and act upon devolving democracy and democratic citizenship Understanding these countries cultural approaches to individual and national priorities in education is essential in perceiving similarities

and differences in the meaning of democracy The book offers debate on the prospects for teacher education and the development of democratic citizenship in Europe based on historical political economic and cultural contexts and the Council of Europe s CoE competences for democratic citizenship With critical analysis and evaluation around the common theme of teacher education and its role in developing democratic citizenship the book provides awareness and understanding of how teacher education responds to the Council of Europe s CoE conceptual model of competences for democratic culture 20 competences categorized as Values Attitudes Skills and Knowledge and Critical Understanding are defined so they can be taught to enable learners to practice them in their daily lives as democratic citizens This book will be of key interest to academics researchers and post graduate students in the fields of teacher education educational policy and politics and citizenship education **What Democracy Means in the Elementary School** Helen Katherine Mackintosh,1942

ECD/EDH Volume VI: Enseigner la démocratie - Recueil d'activités pédagogiques pour l'éducation à la citoyenneté démocratique et aux droits de l'homme Council of Europe,Rolf Gollob,Peter Krapf,2011-01-01 Propose une s rie d activit s et d exercices pour l ducation la citoyennet d mocratique et l ducation aux droits de l homme l cole ou dans des cadres d apprentissage informels Con ues pour veiller la curiosit des l ves ces activit s les aideront comprendre les principes fondamentaux de la d mocratie et des droits de l homme http://www.globaleducation.ch/globaleducation_fr/pages/MA_MA_displayDetails_L_fr_Q_detail?MaterialID=1003101

Teaching Democracy. A Collection of Models for Democratic Citizenship and Human Rights Education Rolf Gollob,Peter Krapf,2008 Deze leerkrachtenhandleiding biedt een hele

reeks werkvormen aan om te werken rond burgerschap en mensenrechten Verschillende werkvormen kunnen aangepast worden in functie van leeftijd Deze bundel werd aangemaakt door verschillende auteurs uit de Europese lidstaten en zorgt dan ook voor en verschillende en bredere benadering van de thema s *Teaching Democracy in an Age of Uncertainty* Gilbert Burgh,Simone Thornton,2021-11-29 The strength of democracy lies in its ability to self correct to solve problems and adapt to new challenges However increased volatility resulting from multiple crises on multiple fronts humanitarian financial and environmental is testing this ability By offering a new framework for democratic education Teaching Democracy in an Age of Uncertainty begins a dialogue with education professionals towards the reconstruction of education and by extension our social cultural and political institutions This book is the first monograph on philosophy with children to focus on democratic education The book examines the ways in which education can either perpetuate or disrupt harmful social and political practices and narratives at the classroom level It is a rethinking of civics and citizenship education as place responsive learning aimed at understanding and improving human environment relations to not only face an uncertain world but also to face the inevitable challenges of democratic disagreement beyond merely promoting pluralism tolerance and agreement When viewed as a way of life democracy becomes both a goal and a teaching method for developing civic literacy to enable students to articulate and apprehend more than just the predominant political narrative but to reshape it This book

will be of interest to scholars of philosophy political science education democratic theory civics and citizenship studies and peace education research **Teaching Democracy by Being Democratic** Ted Becker,Richard A. Couto,1996-10-30 The best way to teach democracy has been the subject of an ongoing debate for 2 500 years Unlike most books about teaching democracy this one spends more time on how to teach democracy than the what and why of teaching democracy It punctures the irony of teaching democracy by lectures and superior teachers In its place this book provides a variety of illustrations for the teaching of democracy in an experiential and egalitarian fashion The introduction presents a theoretical and analytical framework of democracy and democratic pedagogy The six chapters cover topics such as structuring a democratic classroom democratic practices that empower students problem solving and community service that make the classroom a laboratory for democracy and university based programs of democratic alternatives that serve the community The volume s treatment of community organization students as collaborators personal empowerment the community of need and response and the democratic organization expresses its preference for direct democratic participation **Teaching Democracy** Emery J. Hyslop-Margison,James Thayer,2019-02-11 As we move forward well into the 21st century most citizens around the globe seemingly accept the rudiments of a democratic citizenship And yet in spite of this broad acceptance a clear articulation of what democratic citizenship entails remains somewhat elusive In this book Hyslop Margison and Thayer achieve two critically important objectives in response to this problem First they successfully articulate the threat to democracy posed by current citizenship education programs that adopt a largely instrumental framework fostering passivity and compliance by protecting the established parameters of neo liberal social design Second they show a way out of this anti democratic trap by illustrating how critical theory with its marvelous ability to provide trenchant critiques of capitalism and turn those critiques into concrete political action provides the ideal pedagogical approach to educate our students effectively as future democratic citizens The authors critique the conditions of modern democratic citizenship and distinguish a robust or thick version of citizenship based on citizen agency and participation in the construction of social reality from contemporary models that undermine citizen engagement They contend that it is only through critical theory and the political agency it inspires that meaningful democratic change can and must occur Hence the role of education in their view is not merely to prepare students for a new economic reality but to prepare them instead to shape that reality in more progressive and socially just ways This book eloquently argues that the citizenship mission of schools ought to teach students what is possible rather than simply objectifying them as human capital being prepared for the inevitable impact of the policies determined by others **The Alienation of the Educated Class from Politics. An Oration Before the Phi Beta Kappa Society at Cambridge, June 29, 1876** Jeremiah Lewis DIMAN,1876 **Vocational Education in a Democracy** Charles Allen Prosser,Charles R. Allen,1925 **Educating for Democracy** Rolf Gollob,Peter Krapf,Wiltrud Weidinger,Olof Olafsdottir,2010-01-01 The objective of this manual is to support teachers and practitioners in Education for Democratic

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

Public Service Training Notes United States. Office of Education, 1929 **Education for Democracy** Educational Policies Commission, 1937 *The Canadian Magazine of Politics, Science, Art and Literature*, 1900

Education for Democracy Walter C. Parker, 2002-01-01 Part of the Research in Social Education series this text is divided into three parts contexts curricula and assessments It covers such topics as the irony of exclusion teaching tolerance and multicultural citizenship education

The Saturday Review of Politics, Literature, Science and Art, 1881 **The Journal of Education**, 1938 *Educational Pamphlets* 56, 1896 **The Bulletin of the National Association of Secondary School Principals** National Association of Secondary School Principals (U.S.), 1943

Adopting the Song of Expression: An Emotional Symphony within **Teaching Democracy**

In a world consumed by screens and the ceaseless chatter of fast connection, the melodic elegance and emotional symphony created by the written word often diminish into the background, eclipsed by the constant noise and interruptions that permeate our lives. However, located within the pages of **Teaching Democracy** a wonderful literary treasure full of raw thoughts, lies an immersive symphony waiting to be embraced. Constructed by an elegant musician of language, that fascinating masterpiece conducts readers on an emotional journey, well unraveling the hidden songs and profound influence resonating within each carefully constructed phrase. Within the depths of this poignant review, we will discover the book's key harmonies, analyze its enthralling publishing type, and submit ourselves to the profound resonance that echoes in the depths of readers' souls.

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Teaching Democracy Introduction

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