

LEARNING EXCHANGE

TEACHING TEACHERS: DELIBERATIVE DEMOCRACY IN EDUCATION PROGRAMS

NO BETTER TIME CONFERENCE

“Teacher education programs shoulder two levels of responsibility. The programs teach their courses in ways that embody and instill democratic virtues, while also teaching in democratic ways that can be emulated by their education majors who will one day lead their own K-12 classrooms. So, these programs have the opportunity to engage deliberative democracy as a process at both spacially and temporally immediate and delayed levels. Given the jeopardized position of democracy within American culture and in education programs, it seems that a renewed commitment to democracy and a more robust incorporation of deliberative democracy in particular might help overcome some of the present challenges and help teacher education programs fulfill their dual democratic commitments.” Sarah M. Stitzlein, “Deliberative Democracy In Teacher Education,” 6-7.

Framing questions for the discussion:

- Why choose "deliberative democracy" as a framework for teacher education? (As opposed to, or in conjunction with, frameworks such as civics, ethical citizenship, global citizenship, social justice, service, sustainability, participatory democracy, equality, community organizing for social change, public work, etc)?
- What specifically would preservice and/or in-service teachers learn if DD were the frame? (Ideas, techniques, values.)
- What does DD look like in practice in the preservice/in-service program/classroom? What are some models? Examples?
- How do we approach the challenge that many teachers (pre- and in-service) are not drawn to or interested in democracy as an educational value and practice?
- Given that teaching "is not value neutral," how can deliberative democracy equip inservice/preservice teachers for attending to and addressing issues of power and unequal power relations within their own practice, their classrooms, their teaching environments, and their school communities?
- What are pros and cons of this model (DD) in relation to other models (Public Achievement, for example)? How might they intersect?
- What are the obstacles to this approach?
- What are some openings and assets?
- What would we do, in our various fields and contexts, to advance this idea?

Resources to consider:

Diana Hess, Controversy in the Classroom: The Democratic Power of Discussion .<<http://www.routledgeeducation.com/books/Controversy-in-the-Classroom-ISBN9780415962292>> (Routledge, 2009).

Educating Democratic Citizens in Troubled Times: Qualitative Studies of Current Efforts, Janet S. Bixby and Judith L. Pace, Eds. (Albany: State University of New York Press, 2008). ISBN 978-0-7914-7640-6 <http://www.sunypress.edu/details.asp?id=61715>

Journal of Educational Controversy, special issue on "Schooling as if Democracy Matters." <http://www.wce.wvu.edu/Resources/CEP/eJournal/v003n001/>

Colby, Anne, Elizabeth Beaumont, Thomas Ehrlich, Josh Corngold, Educating for Democracy: Preparing Undergraduates for Responsible Political Engagement. San Francisco: Jossey-Bass, 2008.

Kiesa, Abby, Alexander P. Orłowski, Peter Levine, Deborah Both, Emily Hoban Kirby, Mark Hugo Lopez, and Karlo Barrios Marcelo. Millenials Talk Politics: A Study of College Student Political Engagement. 49: CIRCLE, 2007.