



Democracy Education in Schools: Theory, Framework and Classroom Activities

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This study deals with democracy education in three dimensions. The first of these dimensions is the theory dimension. In this dimension, the pedagogical and theoretical characteristics of the educational activities to be carried out for children, especially in the primary education period, have been tried to be explained. The second part of the study is the presentation of a framework plan to enable the acquisition of democracy consciousness and democratic attitude behaviors by students. The last part of the study consists of activity examples. As a result, this study is designed as an introductory book to be used by teachers and researchers regarding the purpose, content, learning-teaching situations, and evaluation steps related to democracy education, which should be included in the curricula in all countries of the world. It is thought that expanding the proposed activities and implementing them in schools will provide theoretically based democracy education. Switzerland is known for its strong democracy that has been exercised continuously for hundreds of years. Democracy education practices in Switzerland, which stands out as a country with direct democracy practices, are also explained within the conceptual framework.

Keywords: democracy education, primary education, classroom activities, schools, democracy education in Switzerland

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Dear Readers,

The modern world has adopted democracy as a form of government. Today, from the most oppressive regimes to the most liberal countries, the form of government of every country is recognised as democracy. Countries raise their citizens through educational institutions to ensure their continuity. As such, democracy education is somehow given in schools around the world.

This study deals with democracy education in three dimensions. The first of these dimensions is the theory dimension. In this dimension, the pedagogical and theoretical characteristics of the educational activities to be carried out for children, especially in the primary education period, have been tried to be explained. The reason why the main scope of this book covers the primary education period is that all these theories are given concretely and subjects such as human rights, citizenship and democratic values and attitudes are mostly included in the basic education period in the programmes.

While creating the conceptual basis, the concept of democratic school was introduced with examples from across the world and the characteristics of democratic schools were analysed in terms of their contribution to students and society. How the concept of family, teacher and school should be in democratic schools is another phenomenon presented in the conceptual framework. Freedom of thought, which is an indispensable element of democracy, is discussed in all its dimensions. Democracy education practices in Switzerland, which stands out as a country with direct democracy practices, are also explained within the conceptual framework.

The second part of the study is the presentation of a framework plan showing the way to be followed in the acquisition of democracy consciousness and democratic attitude behaviours by students. At this stage, an attempt was made to present a framework that can be easily integrated into the programmes in formal education. The proposed framework plan can be easily adapted to students from different socio-economic levels and cultures and can be distributed in the desired time period. While preparing the framework plan, similar practices from across world were also utilised.

The last part of the study consists of activity examples. The main goal of including these examples in the book is to provide teachers and researchers interested in this subject with a previously applied perspective. The activities in the book suggest a student-centred, constructivist and activity-based modular education.

As a result, this study is designed as an introductory book to be used by teachers and researchers on the purpose, content, learning-teaching situations and evaluation steps related to democracy education, which is included in the curricula in all countries of the world. It is thought that expanding the proposed activities and implementing them in schools will provide theoretically based democracy education content.

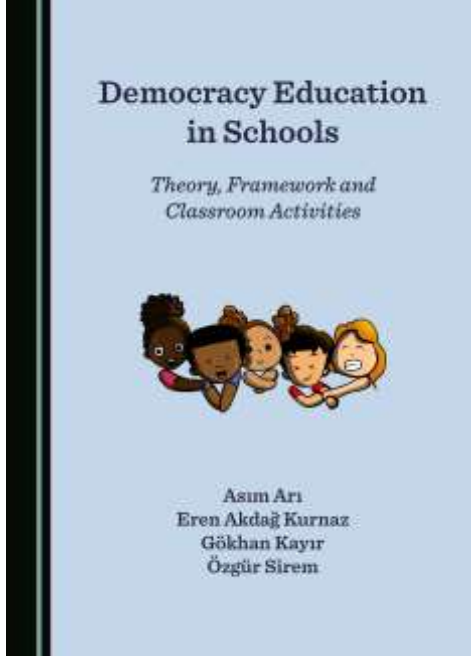


Figure 1

Democracy Education in Schools: Theory, Framework and Classroom Activities -
Cambridge Scholars Publishing
(<https://www.cambridgescholars.com/product/978-1-0364-0384-3>)

You can find more in the book "Democracy Education in Schools: Theory, Framework and Classroom Activities" published in Cambridge Scholars Publishing. We wish a life in which it is emphasized that democracy is not only a right but also a duty.

Sincerely,

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