

EDA2062

**Democracy and Education:
International Perspectives and Local Reflections**

Course Outline

Course Instructor:

Dr Hei-hang Hayes Tang

Consultation Hours and Office:

Mondays 4:20-5:20 p.m. @ Suite 40, 1st Floor, Block D2, Department of Education Policy and Leadership (or by appointment)

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Synopsis

This course addresses two questions: (1) How does education affect democracy and democratic participation? (2) How does democracy affect education? It will be conducted for the first time in 2016 when John Dewey's 1916 classic *Democracy and Education* celebrates its 100th anniversary. Students of the course will study the way in which this book still has influence in its second century since publication, in the context of Asian education and societies. As for the case of Hong Kong, we will critically assess the effectiveness of democratic activities in influencing the making of Hong Kong education policy (for example moral and national education) when the administrative arrangement 'one country two systems' for Hong Kong will end in 2047. You will have the opportunity to conduct a small scale research project which connects democracy and education, as well as assesses critically the extent to what education is for liberation of individual minds or for social control. The research project itself *can be* an out-of-classroom field observations in teachers' unions, protests by students, alumni or parents, or meetings at HKSAR Legislative Council's Panel on Education etc.

Not taking liberal democracy for granted, this course aims to enable you to critique the concept of democracy, especially considering the interrelationships between education and democracy at different levels of analysis, and apply international perspectives for local reflection. Engaging in the discussions of this course, you will have opportunity to critically reflect upon the relationships between self and nation through informed analysis about democracy and education.

Course Intended Learning Outcomes (CILO_s)

Upon completion of this course, students will be able to:

- CILO₁ Examine the origins of the democratic conception of education and assess its international influence to the way in which education is conducted globally
- CILO₂ Analyse the interconnectedness between democracy and education, namely how democratic participation affects education and how education affects democratic participation
- CILO₃ Illustrate the power relationships underpinning the different levels of education processes
- CILO₄ Propose innovative solutions to global and local social and education problems in pursuit of empowerment, equity, social justice and inclusive education

Schedule, Content, CILOs and Teaching & Learning Activities

Course Content	CILOs	Teaching & Learning Activities
<p>10th September</p> <p><u>Introduction: Seeking the link between democracy and education</u></p> <p>Democracy, arguably, is a dominant ideology of the recent centuries. The current decade sees a thirst for social justice and social equity worldwide, in response to the accumulating socio-economic inequalities caused by global capitalism. Alongside democracy, education is another enterprise/domain with which has interwoven connections and dynamic interactions. This introductory session will</p>	CILO _{1,2}	- Lecture

introduce to you the connections between democracy and education, particularly in the current era of global inequalities and some citizen activism.		
<p>17th September</p> <p><u>Democracy and its critics</u></p> <p>In some circumstances, it may be challenging for young people, especially university students, to tell their friends that you do not support democracy at all. But what is democracy? Does it have any limitations? These are the questions this session offers to address, examine and engage in meaningful discussions.</p>	CILO _{1,3}	- Lecture
<p>The week starting 24th September</p> <p><u>“Asking one question” online</u></p> <p>The purpose of (democratic) education is to guide people to ask questions, rather than provide (standardised) answers. In a democratic setting, all questions can be good questions.</p> <p>Upon this stage of the course experience, you would have acquire some introductory ideas about democracy and education. One simple and meaningful task for this week is to ask one question in relation to any aspects of democracy and education. All the questions suggested will be appreciated and discussed/ addressed coherently in the class sessions/ tutorials that follow.</p>	CILO _{1,2}	- Online Forum
<p>8th October</p> <p><u>The origins of democratic conception of/in education</u></p> <p>This session is mainly based on the key ideas from John Dewey’s 1916 classic <i>Democracy and Education</i>. While visiting the classical text, we will observe the way in which the book’s key ideas still influence the current century, as well as in</p>	CILO _{1,2,3}	- Lecture - Tutorial Discussion

the context of Asian education and societies.		
<p>15th October</p> <p><u>Interconnectedness between democracy and education (in the context of globalising capitalism)</u></p> <p>Alongside democracy, education is another enterprise/domain with which has interwoven connections and dynamic interactions. How does education affect democracy and democratic participation? And the other way around, how does democracy affect education, and its processes and practices?</p> <p>Examples will be drawn from Hong Kong, Greater China, and other overseas societies.</p> <p>Particularly, this session will give an overview about the informed analysis with respect to four levels which will be covered in the last section of the course:</p> <p>(1) academic knowledge and its socio-political construction;</p> <p>(2) academic systems, education policies and academic credentials in the global context;</p> <p>(3) schooling processes, curriculum design and pedagogy in 'lived' classroom; and</p> <p>(4) the power dynamics between different stakeholders of education and governance</p>	CILO _{2,3}	<p>- Lecture</p> <p>- Tutorial Discussion</p>
<p>22nd October</p> <p><u>Democracy and education at macro level I: Academic knowledge and its socio-political construction</u></p>	CILO _{2,3,4}	<p>- Lecture</p> <p>- Tutorial Discussion</p>
<p>29th October</p> <p><u>Democracy and education at macro level II: Academic systems, education policies and academic</u></p>	CILO _{2,3,4}	<p>- Lecture</p> <p>- Tutorial Discussion</p>

<i>credentials in the global context</i>		
5th November <u>Democracy and education at meso level:</u> <i>Schooling processes, curriculum design and pedagogy in 'lived' classroom</i>	CILO _{2,3,4}	- Lecture - Tutorial Discussion
12th November <u>Democracy and education at micro level:</u> <i>Power dynamics between different stakeholders of education and governance</i> - including governmental education ministries, academic profession in higher education, schools, student activist groups/ student unions, parent groups, alumni associations, teacher unions/education legislators	CILO _{2,3,4}	- Lecture - Tutorial Discussion
19th November <i>Discussions for Research Project and Individual Essay</i>	CILO _{1,2,3,4}	- Tutorial Discussion
26th November <i>Group Presentations of Research Project</i>	CILO _{1,2,3,4}	- Student Presentation
Early to mid-December: Research writing for Individual Essay	CILO _{1,2,3,4}	- Independent Study
The week starting 10th December <u>"Brainstorming and Clarifying" (B&C) for the individual essay online</u> In this phase of the course, you should be preparing for the research and writing of your 1500 words individual essay. A Moodle online discussion forum will be set up for you to post any questions about the essay.	CILO _{1,2,3}	- Online Forum
17th December (in D2-1/F-40 upon appointment) <i>Consultation session for Individual Essay</i>	CILO _{1,2,3,4}	- Individual Consultation
22nd December, 2018 (Saturday 11:59 p.m.) via Moodle Turnitin link SUBMISSION OF INDIVIDUAL ESSAY (1500 words)		

Assessment

Assessment Tasks	Weighting (%)	CILO
<p>a. <u>Research project and class presentation</u> Students are asked to collaborate in groups with 3 to 6 persons for a small scale research project which connects democracy and education. The research project itself <i>can be</i> an out-of- classroom field observations in teachers' unions, protests by students, alumni or parents, or meetings at HKSAR Legislative Council's Panel on Education etc. Students are most welcome to self-formulate a research project, upon consultation with the course instructor. The research processes should be informed by international perspectives on democratic conception of education, and apply the informed analysis to local reflections. The research group will present the research findings and arguments in an assigned class session for about 15-20 minutes. Analysis of the case study/studies should be informed by readings of about 2-3 academic papers. Assessment criteria of the research project include quality of data (20%), analysis (30%), applications and reflections (20%), organisation (15%) and presentation (15%).</p>	35%	CILO _{1,2,3,4}
<p>b. <u>Participation</u> In tutorial sessions and research groups' presentation, students are expected to engage in dialogue and express their viewpoints actively and critically, so as to consolidate their independent understanding about democracy and education.</p>	15%	CILO _{1,2,3,4}
<p>c. <u>Individual essay</u> Students are required to write an individual</p>	50%	CILO _{1,2,3,4}

<p>essay of about 1500 words on a suggested topic by the course instructor or on a self-formulated topic. The arguments of the essay are expected to be informed by the related academic literature, in application of a specific case study. You are most welcome to use the topic of your research project as case study.</p> <p>Individual essay includes critical reading and understanding of the relevant academic papers (at least 5), in relation to analysis of the case(s) and reflections.</p> <p>Assessment criteria comprises significance of the case (that is identification of key issues/debates/concepts) (15%), analysis (30%), integration and coherence of the arguments (20%), applications and reflections (policy and research recommendations) (20%), and presentation and referencing (15%).</p>		
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Required Text(s)

Dewey, J. 1916/1966. *Democracy and education*. The Free Press.

Limage, L. J. 2013. *Democratizing education and educating democratic citizens: International and historical perspectives* (Vol. 8). Routledge.

Noddings, N. 2013. *Education and democracy in the 21st century*. Teachers College Press.

Sadovnik, A. R. (Ed.). 2007. *Sociology of education: A critical reader*. Routledge.

Wright-Maley, C., & Davis, T. (Eds.). 2016. *Teaching for Democracy in an Age of Economic Disparity*. Routledge.

Recommended Readings

Apple, M. W., Ball, S. J., & Gandin, L. A. (Eds.). 2009. *The Routledge international handbook of the sociology of education*. Routledge.

Apple, M. W. & Beane, J. 2007. *Democratic schools, 2nd ed.* Heinemann.

Benavot, A. 1996. Education and political democratization: Cross-national and longitudinal findings. *Comparative education review*, 377-403.

Blessinger, P., & Anchan, J. P. (2015). *Democratizing higher education: International comparative perspectives*. Routledge.

Gutmann, A. 1999. *Democratic education*. Princeton University Press.

Mc Ginn, N. F. 1996. Education, democratization, and globalization: A challenge for comparative education. *Comparative Education Review*, 341-357.

Torres, C. A. 1998. *Democracy, education, and multiculturalism: Dilemmas of citizenship in a global world*. Rowman & Littlefield Publishers.

Related Web Resources

Freedom to Learn Project:

<http://www.freedomtolearnproject.com/freedom-to-learn/>

International Democratic Education Network:

www.idenetwork.org/index.htm

Democratization and Education:

<https://www.facebook.com/groups/366529830218051/?fref=ts>

Related Journals

British Journal of Sociology of Education

Critical Studies in Education

Discourse: Studies in the Cultural Politics of Education

Educational Policy

Journal of Democracy

Academic Honesty

The University adopts a zero tolerance policy to plagiarism. For the University's policy on plagiarism, please refer to the Policy on Academic Honesty, Responsibility and Integrity with Specific Reference to the Avoidance of Plagiarism by Students (<https://www.ied.edu.hk/re/modules/downloads/visit.php?cid=9&lid=89>). Students should familiarize themselves with the Policy.