

Syllabus of an educational component of a degree programme

Name of unit conducting a component	<i>Doctoral School of Social Sciences</i>
Name of an educational component	Education and Democracy in Higher Education
Language of education	English
Goals of education	<p>Around the world education is debated, in crisis, universities are losing public confidence and support. Why? Is it because of the natural phenomenon of change? It is much easier to react to those changes on local level, down on the ground in educational institutions.</p> <p>The main purpose of this course is to help doctoral students in the social sciences to understand the meaning of education in the process of individual and social development within democratic societies. Globalization, technological revolution, the permanent growth of the knowledge society, all create new challenges and demands for new ideas, approaches, structures and processes. Education is no longer “something” that might be done “to people”. Education is life-long experience in all areas of social life. To work means to learn, to have a successful life means to be able to learn, to manage effective and satisfactory relations with others in different contexts means to be a teacher and a learner.</p> <p>We will try to focus on readings theorists as a vehicle to deeper knowledge about our own daily experiences, and teaching and learning as a means for communication. Different perspectives and issues that we will discuss will help us to make connections between democracy and education.</p> <p>Democracy itself is defined by our context, or is it universal? What are the ways in which we organize ourselves for life as a community? How do these ways affect how we interact, teach and learn? How is it changing?</p> <p>Everything changes when we change. The process of inquiry and education will cause us to be different. During this course we will challenge our perception of ‘education’, ‘democracy’, ‘teaching’, and ‘students’. By doing so, we will come to clearer understandings about the intersection of education and democracy in higher education.</p>

Learning outcomes of an educational component	<ol style="list-style-type: none"> 1. Participants will be able to articulate theories underlying education and democracy including Freire, Giroux, Senge, Dewey, and others. 2. Participants will be able to describe social and theoretical underpinnings of contemporary education issues; 3. Participants will be able to describe how Active Learning increases student engagement and builds community in the educational setting. 4. Participants will be able to develop a teaching philosophy statement based on conceptions of education and democracy;
Verification methods and assessment criteria of learning outcomes obtained by students	Responses and reflections on readings and discussions
Type of an educational component (obligatory/optional)	
Year of study	1 st
Semester	Winter / summer
Name and surname of the coordinator of a component and/or person/s conducting a component	John M. Fischer, Ph. D.
Name and surname of person/s conducting an examination or granting credit in the case when this sponóis other person than conducting a component	John M. Fischer, Ph.D.
Manner of completion	
Preliminary and additional requirements	
Type and number of hours of courses requiring direct participation of academic staff and students, if in a given component such courses are included	15 hours
Number of ECTS credits assigned to a component	1
Balance of ECTS credits	
Applied teaching methods	Workshop, mini-lecture; small group discussion; development and implementation of model activities

<p>Form and conditions of passing a component, including conditions of allowing to take an examination, as well as form and conditions of passing each type of courses included in a given component</p>	<ol style="list-style-type: none"> 1. Participants will be able to complete a workshop design process in order to develop a workshop they would give others, including: <ol style="list-style-type: none"> a. Writing a statement of purpose for the workshop b. Stating learning outcomes in a variety of acceptable forms; c. Developing a sequence of concepts connected to education, democracy, and their particular field of study (i.e. sociology, economics, psychology). d. Designing sequences for various types of activities and learning experiences for the workshop;
<p>Content of an educational module (with division into forms of courses completion)</p>	
<p>List of basic as well as supplementary literature, knowledge of which is required in order to pass a given component</p>	<p>Sally Tomlinson, <i>Globalization, Race, and Education</i>. Journal of Educational Change. Volume 4, pages 213-230.</p> <p>M. Gordon and AR English, (2016) <i>John Dewey's Democracy and Education in an Era of Globalization</i>. Educational Philosophy and Theory, Volume 48, Number 10, pages 977-980.</p> <p>Finkel, S.E. (2003) <i>Can Democracy Be Taught</i>, Journal of Democracy, Volume 14, Number 4.</p> <p>Paul R. Carr and Gina Thesee, <i>Seeking Democracy Inside, and Outside, of Education: Reconceptualizing Perceptions and Experiences Related to Democracy and Education</i>. Democracy and Education, Volume 25, Number 2.</p> <p>Giroux, H. (2002) <i>Neoliberalism, Corporate Culture, and The Promise of Higher Education</i>. Harvard Educational Review, Volume 72, Issue 4.</p> <p>Sandra Jones, Geraldine LeFoe, Marina Harvey, and Kevin Ryland, (2014) <i>Synthesizing theory and practice: Distributed Leadership in Higher Education</i>. Educational Management, Administration, and Leadership. Volume 42, Number 5, Pages 603-619.</p> <p>Roman, Leslie G. Education and the Contested Meanings of 'Global Citizenship'.</p>

	<p>Ira Shor and Paulo Freire (1987) What is the 'Dialogical Method' of Teaching? <i>Journal of Education</i>, Volume 169, Number 3.</p> <p>Peter Senge and John Sterman, <i>Systems Thinking and Organizational Learning: Acting Locally and Thinking Globally in the Organization of the Future</i>. <i>European Journal of Operational Research</i>, Volume 59, Issue 1, May 1992.</p> <p>Marcy Levy Shankman, Scott J. Allen, and Paige Haber-Curran. (2015) <i>Consciousness of Others</i>, in <u>Emotionally Intelligent Leadership</u>.</p>
--	---