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The second approach is education within democracy (Bradshaw, 2014; M. Levinson, 2011). This approach, essentially connected with neoliberal and elitist discourses, is defined by Levinson as the situation in which “adults’ democratically legitimate control over education within a democracy” (M. Levinson, 2011, p. 125). Both democracy and education are instrumental rather than normative.

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concepts of democracy and citizenship as implications for civic education. Data were collected through in-depth individual interviews and focus group discussions. The study employed semi-structured interview guide with participants that included community leaders, civic education providers and ordinary citizens.

International Journal of Educational Methodology

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Democracy, Federal Power, and Education Reform ...

Democracy & Education, v22 n2 Article 4 2014 One of the most notable aspects of democracy in schooling lies in the challenge of schools to prepare individuals with the skills to participate and deliberate with others who have varying beliefs and worldviews.

Deliberative Democracy in English-Language Education ...

Eleonora Villegas-Reimers has a doctoral degree in Human Development from the Harvard Graduate School of Education and teaches at Wheelock College in Boston.She has done several studies on values education, civic education, and education for democracy in Latin America, including Civic education in the schools systems of Latin America and the Caribbean (Working Papers No 3.

Education for Democracy | ReVista

Art Education 67 (3): 6–11. Dolinsky, Rebecca, and Heather McCambly. 2014. "LGBTQ Student Success in Higher Ed: Collaborating with Diverse Practitioners." Diverse: Issues in Higher Education, July 23. Edwards, Kathleen, and Ann K. Brooks. 1999. "The Development of Sexual Identity." New Directions for Adult and Continuing Education 1999 (84 ...

Civic-Minded Practices for LGBTQ Student Success ...

Diversity & Democracy’s editorial team hopes that this issue accomplishes that goal. With MOOCs making headlines across and beyond higher education, the issue opens with articles examining the effect that MOOCs and related technologies might have on colleges and universities.

From the Editor | Association of American Colleges ...

democracy & education, vol 28, n-o 2 article response 2 have worked to define English teaching in terms of “fixed knowl-edge and generic skills” (Brass, 2014, p. 121) that are then assessed by static tests of students’ abilities to write on demand in response to texts that others have selected for them (Jeffer y, 2009).

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