Conceptual and Practical Links Between Multicultural Education and Democratic Education

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Outline

- Multicultural Education
- Democratic Education
- Conceptual and Practical Links – or **interplay and implications**
  - Formation of citizens
  - Justice and civic equality
  - Living together
  - Cosmopolitanism
- Closing remarks
Multicultural Education

- As accommodating diversity...
  - mother tongue/first language teaching and learning
  - acquisition of the national language
  - cultural and religious deviation ("others")

- Transitioning from "deviation" to "normalcy"

- Origin: The Civil Rights Movement (US)
Banks’ (2009, p. 15) dimensions of ME

**Content Integration**
The extent to which teachers use examples and content from a variety of cultures in their teaching

**Knowledge Construction**
Teachers help students to understand, investigate, and determine how the implicit cultural assumptions, frames of reference, perspectives, and biases within a discipline influence the ways in which knowledge is constructed

**An Equity Pedagogy**
Exists when teachers modify their teaching in ways that will facilitate the academic achievement of students from diverse racial, cultural, gender, and social-class groups

**Prejudice Reduction**
A focus on the characteristics of students’ racial attitudes and how they can be modified by teaching methods and materials

**An Empowering School Culture**
Grouping and labeling practices, disproportionality in achievement, and the interaction of staff and students across ethnic and racial lines are examined to create a school culture that empowers students from diverse racial, ethnic, and gender groups
E pluribus unum

"Out of many, one"

Unity in diversity
Democratic Education

From John Dewey to the European Democratic Education Community (EUDEC)

and «Den Demokratiske Skole» [The Democratic School] in Denmark?
Democratic Education – cont.

➢ Or... Democratic *Citizenship* Education

➢ Three conceptions of citizenship education (Parker, 1996):
  - Traditional
  - Progressive
  - Advanced
A continuum of democracy

(Levinson, 2011)

Traditional                  Progressive                  Advanced

(Minimal) Participatory
Restrictive liberal Multicultural
(sexist, racist, classist exclusions)
Athens in Ancient Greece
Early Scandinavia?

To what extent do we allow diversity in our democracies?
conceptual links – or interplay

Multicultural Education

practical links – or implications

Democratic Education
Formation of citizens

➢ What kind of citizenship do we want to promote?
➢ What kind of democratic citizens do we need?
➢ How do we perceive a "good" citizen?
➢ More than a political dimension?
➢ Participation in civil society?
Formation of citizens – cont.

(Biesta, 2011)

Civic learning as "socialisation" versus "subjectification"

Citizenship as an individual trait versus individual-in-context/individual-in-interaction
<table>
<thead>
<tr>
<th>Personally responsible citizen</th>
<th>Participatory citizen</th>
<th>Justice-oriented citizen</th>
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<tbody>
<tr>
<td><strong>Biesta: socialisation</strong></td>
<td></td>
<td><strong>Biesta: subjectification</strong></td>
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**Sample action:**

| **Contributes** to a food drive | **Helps to organize** a food drive | **Explores why** people are hungry and **acts to solve root causes** |

**Core assumptions:**

| To solve social problems and improve society, citizens must **have good character**; they must be honest, responsible, and law-abiding members of the community. | To solve social problems and improve society, citizens must **actively participate** and take **leadership** positions within established systems and community structures. | To solve social problems and improve society, citizens must **question, debate, and change established systems and structures** that reproduce patterns of injustice over time. |

Justice and Civic Equality

Fundamental principle in definitions of democracy: basic judicial rights are guaranteed all citizens

Multicultural education ➔ Civic equality
Living together

- How to live together in diversity?
- Socio-cultural learning theory
- Multiple identifications: cultural, national, global
Multiple identifications

Banks, 2011
Cosmopolitanism

- ‘Cosmopolite’ – ”Citizen of the World”
- E.g., Anthony Kwame Appiah, Martha Nussbaum
- Ethical cosmopolitanism
- International human rights instruments
Multicultural Education

Democratic Education

Formation of Citizens

Justice and Civic Equality

Conceptual Interplay

Practical Implications

Living Together

Cosmopolitanism
In closing

Multicultural Education

Democratic Education
References


