

Development, Validation and Implementation of a Reflection Instrument for Teachers and Children to Enhance Democracy Education and Participation in Primary Schools



1. Fundamental Premises of Research

- Democracy education and participation are possible from the very beginning.
- Children can actively participate and take responsibility.
- Participation enables inclusion.
- Democracy education and participation as an underestimated resource and central tool of change.

(Bartosch et al 2017, 2015a, 2015b; Dörner 2017, 2012)

2. Questions and Objectives

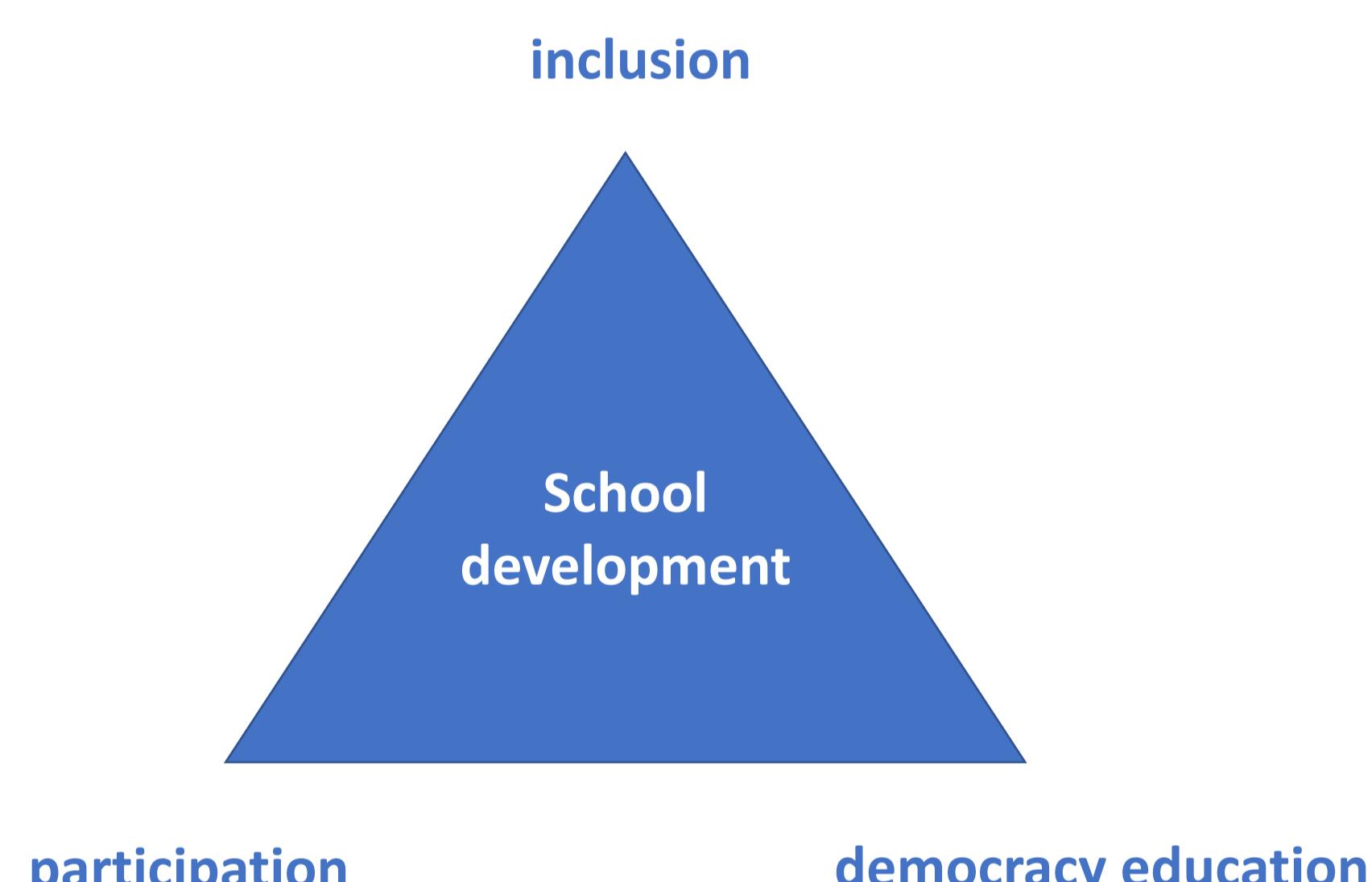
- How do pupils in (inclusive) schools assess their lessons with regard to participatory and democratic elements?
- Development of a reflection tool for teachers
- Recommendations for good quality, inclusive and participatory teaching

3. Current State of Research

Inclusion "is the equal participation of all in educational processes, regardless of their origin, skin colour, gender, social and economic status, disability, religion or other characteristics" (Reich 2017, 15).

Participation as an indicator for determining the quality of inclusion

"Child and youth participation is the active and sustainable participation and co-determination of young people in planning and decisions that affect the world in which they live" (Fatke 2007, 27).



Democracy Education
Dewey: Democracy and Education
Korczak: Constitutional Pedagogy
Himmelmann: Democracy as a form of life, society and rule

Holistic **school development** includes teaching, organisational and personnel development (Rolff et al. 1998)

4. Methodological Procedure

Participatory research: Children and teachers as experts for school and teaching

- Survey I: Qualitative pupils' survey (year 2) at three inclusive primary schools in Bavaria (evaluation: MAXQDA); interviews with school management, video recordings of lessons
- Development of illustrative example cases through evaluation of the data material from survey I and the addition of new illustrative example cases from literature and school practice
- Visualisation and sound recording of the example cases as photo stories with schoolchildren and a teacher reenacting a classroom scene
- Multiple external validation of example cases and questions (children and teachers)
- Pretest
- Survey II: Quantitative survey at (inclusive) primary schools in Bavaria (approx. 500 children, years 2,3,4) Electronic survey (internal network) with tablets and headphones (Evaluation: SPSS)
- Interviews with school management and teachers
- Implementation of the reflection instrument incl. scientific support



Literature (selection)
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