

Learning
Teaching as a factor of democracy

Learning objectives	Teachers become aware of attitudes and practices related to diversity and, accept each other as part of a group. They become aware of diversity among students in their school by observing their behavior during breaks. They reflect upon the data they have gathered and analyze them. They link perspectives of qualitative and quantitative research.
Tasks	Teachers arrive at a common definition of learning and apply it within and outside the classroom. They research their school conditions outside of class. They work with statistics and present their results.
Resources	Paper and pen, worksheets
Methods	Individual work, group work, plenary discussion

Science teachers often find it difficult to imagine living beings behind figures and data. Conversely, arts teachers have difficulties working with abstract figures that stand for living beings. In both cases, there is a gap between the learning outcomes that these teachers expect and real life as students experience it. This research project on life in the school community helps to bridge the gap between the perspectives of qualitative and quantitative research.

The relevance of the topic of this research project is closely linked to educating for democracy and human rights: Our societies are culturally diverse, and cultural groups form majorities and minorities. This structure is mirrored in the diverse identities of students in the school community. When students interact with each other, interpersonal interaction also carries an intercultural dimension, for example between boys and girls, but also across gender groups. Intercultural interaction and dialogue are essential for a democratic school community.



In Living Democracy, Vol. II, *Growing up in democracy*, pp. 36 – 40, lessons 1 – 3 focus on interpersonal and intercultural interaction and dialogue in the school community. The lessons are designed for students. Don't change a thing, just use them on the teachers' level of understanding and reflection. Don't omit lessons 2 and 3. They contain a guideline for a process of qualitative and quantitative research, and they show a fine connection of life inside and outside the classroom.

<https://www.living-democracy.com/textbooks/volume-2/unit-3/lesson-1/>

<https://www.living-democracy.com/textbooks/volume-2/unit-3/lesson-2/>

<https://www.living-democracy.com/textbooks/volume-2/unit-3/lesson-3/>

<https://www.living-democracy.com/textbooks/volume-2/students-manual-10/student-handout-1/student-handout-11/>

<https://www.living-democracy.com/textbooks/volume-2/students-manual-10/student-handout-1/student-handout-12/>

For intercultural dialogue as an inherent element in democratic culture, both in school and society as a whole, see the handout „*Competences for democratic culture: a diagram*“ and/or *Competences for democratic culture*, pp. 19 ff.