Teaching Democracy: Popular & Participatory Education  
Spring 2019

Course Credit Hours: 1  
Meeting Times:  
- Saturday, March 2nd, 9am-5pm, Tufts Chinatown Campus  
- Saturday, March 9th, 9am-5pm, Tufts Chinatown campus  
- Wednesday, May 6, 1-4 pm Tufts Medford campus

Course Description:  
Teaching Democracy (TD) provides an introduction to the rationale for and uses and methods of participatory and popular education. It combines participatory classroom learning, reading, journaling, and practical experience. During the two all-day sessions, participants will draw on their own experiences to identify effective practices in teaching and learning, and to compare traditional and popular education. They will explore some of the ways that popular education has been / can be applied in different settings. They will practice designing and facilitating a popular education session. After the two-day training, participants will choose from a reading list to build their theoretical and applied knowledge. They will also select a placement based on their own interests for 10-15 hours of practice / observation of participatory education in action. In addition, they will submit three journal reflections to draw out Insights and challenges related to the three course components (classes, readings, practicum). A final group session will pull everything together.

This course will be conducted using popular and participatory methods. It will be open to, and enriched by, community members from diverse backgrounds. In fact, this project was developed by a design team of faculty, staff, students, and community partners, toward the goal of sustaining a community of popular and community-based educators and as a resource for members of the Tufts community who want to learn about and integrate these methods into their teaching, research, and practice.

In addition to the course, Teaching Democracy has created a web platform (http://teachingdemocracyblog.wordpress.com/) for Tufts students, faculty, and community partners to build their capacity in popular and community-based education methods. These methods have been innovated by and frequently used in community practice to build leadership and effective civic participation.
Course Objectives:
1. Build a supportive community of learning and practice
2. Delve into principles of popular and participatory education
3. Identify and apply practices that support participation, group interaction, critical thinking and learning
4. Examine popular education’s relationship to the work of social change
5. Compare & contrast traditional education and popular/participatory education
6. Explore problem-posing methods

Course Structure, Requirements, & Assessment:
1. Two Full-day Class Sessions [attendance and participation 45%]
   Saturday, March 2, 9am-5pm, Tufts Chinatown campus
   Saturday, March 9, 9am-5pm, Tufts Chinatown campus
2. Readings (total ~ 80 pages, ~3 hours) [10%]
   Chosen from a provided reading list and website, including at least one theoretical work.
3. Apply and/or observe during March - May (~10-15 hours) [20%]
   Apply and/or observe popular education methods over three months for a total of 10-15 hours. This could involve designing, facilitating, and/or participating in workshops, trainings, and meetings of various kinds (and can be incorporated into something they are already doing).
4. 3 Reading and Reflection Journals (~3 hours) [15%] - 5% each entry
   Each journal entry is 2-3 pages and shared with instructors and fellow participants.
   1. Initial Journal: how participant plans to put learnings from 2-day session into practice and what they hope to learn from extension.
   2. Reading Reflection: pick 1 or more of the readings; reflect on what they found useful, insightful, confusing, and/or challenging.
   3. Final Journal: how has participant applied/observed popular education in action in their own work? What have they learned about themselves and popular education practices?
5. Debriefing meeting (3 hours) [attendance and participation 10%]
Agenda for Two-Day Training

March 2, 2019 (Day 1)

- Exploring Experiences in Education
- Principles of Participatory & Popular Education
- Putting it into Practice
- Popular Education Experiences & Voices
- Popular Education & Social Change Work
- Participation in Meetings
- Pulling it all Together: Popular vs. Traditional Education
- Evaluation

March 9, 2019 (Day 2)

- Check-in & Review of Day 1
- Problem-posing
- Design your own Session
- Conduct Popular Education Sessions
- Evaluation & Closing

Popular and community education methods arise from community organizing and empowerment practices, particularly with marginalized groups. They support reflection and action in order to transform the world. They break down the rigid separation between teacher and learner - all are learners and can facilitate learning for others. (Teaching Democracy)

"Popular education is an educational approach that collectively and critically examines everyday experiences and raises consciousness for organizing and movement building, acting on Injustices with a political vision in the interests of the most marginalized." [Paolo Freire]