SP - (16378) - PEDAGOGY FOR DEMOCRACY: SCIENCE EDUCATION AGAINST FASCISM AND AUTHORITARIANISM

 Brian Matthews (United Kingdom)[1]; Arthur Galamba (United Kingdom)[1]

1 - King's College London

Short Abstract

At present there are many threats to democracy and attempts to undermine its basis as a way of organising society. These can be as a result of democratic elections, such as in Brazil and Turkey, or as movements, such as some American groups who favour terroristic acts which will accelerate what they see as the inevitable decline of decadent liberal democracies. Scientific developments have both supported and countered these views, and as such is important to science education. This presentation argues that we need to develop a pedagogy in science education that will make it more likely that pupils will learn the social and emotional skills such as tolerance, understanding others and empathy across diversity, that will mean that they will be more likely to support democratic processes and become citizens in an uncertain world. These processes should also incorporate the attitudes and emotions of the mind necessary for a participatory democracy that allows voices of representation. This is a theoretical paper whose aim is to outline what a **Pedagogy for Democracy** in science education would look like. This pedagogy should also make science more enjoyable and help pupils see it as a career.