Democratic ideals and practices in three public elementary classrooms
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Abstract

This ethnographic multiple-case-study sought to gain insight into the democratic classroom management practices of three teachers in a Midwestern public school district. Drawing on the theories of Dewey, Gutmann, and Parker, the study examined practices related to students' understanding of democracy. The study focused on teachers' beliefs about respect, responsibilities, and rights and how those viewpoints impacted their classroom management practices. There was variation in how the teachers defined their roles in implementing democratic management practices. Democratic classroom management has the potential to advance citizenship education, but only if teachers have a clear understanding of the democratic skills they are developing.