

IDEA 52a A democratic science education: Building a more empowering science education for urban students through democratic ideals

A democratic science teaching/classroom is about the following characteristics:

- 1) *Student voice*: capturing the ethos that students' opinions and ideas matter
- 2) *A shared and transformational authority*: this kind of authority is both shared and trans-formational because here "authority" is not based on position, but rather on how/why one leverages knowledge/experience towards bringing about social good
- 3) *Critical science literacy*: explicitly incorporating notions of citizenship and democratic participation by having schools be more centrally concerned with "civic" science literacy which includes understanding the nature of scientific inquiry and consuming science information through reading about and evaluating scientific ideas as they relate to the public sphere

<https://www.sensepublishers.com/media/237-democratic-science-teaching.pdf>