Active Citizenship by Active Learning

Abstract

Active citizenship is a way of development greater young citizen responsibility. It is a combination of obligations and responsibilities through involvement in civic issues. Be an active citizen need new ways of educating students which are different from traditional learning methods. Active learning method derived from learned-centred approaches stress more on students as intelligent entities rather than just receivers. Employing methods of active learning in citizenship education has some obstacles but the advantages are greater than passive ways of learning.

Introduction

If we want to translate participation in the sense of civic studies, the best meaning will be the development but its function is not clear. The idea of participation of young citizens indicates that the mission of the state in a democracy is to achieve as the process whereby they can perform in the common good. Modem developed civilizations have confronted rapid developments. Thus, sociologists have named this stage of post-traditional societies as postmodemity, risk society persons are continually forced to question themselves existential question: "What to do?" Because this late-modemity world makes people dependent on political organizations, people share a deep feeling that something vital is threatened and perceived to be at risk. As all societies become gradually more diverse, encouraging young people for participate in collective actions is becoming tougher. In these days more than half of young citizens do not like to involve in collective activities in many countries .The idea of citizenship itself has low existing in educational environment even it is the leading theme of teaching and learning. However, little is known about how active citizenship works and whether there are shared strategies which lead to effective practices .Citizenship in an active way means a transformation of personal behavior to more involvement (It means participating in civil society willingly to make more common sense (Anheier, 2004; Howell and Pearce, 2002). A difficulty with this idea is that while rights are frequently written down as part of law, responsibilities are not as well described and there may be disagreements among the citizens as to what the responsibilities are.

ACTIVE CITIZENSHIP

Active citizenship associates with an active citizenry having the authority to engage in flexible decision making as characterized from influential citizen participation which contains activities like voting, joining public hearings, being part of citizen boards and participating in public opinion analyses .The concept of active citizenship is different in every context and society, but generally they have similar meanings, for instance, in European sense it means have required capacity to face with new issues in a modern era plus an awareness of common norms and identity towards social and cultural interplanetary. Several characters of active citizenry regularly reappear through the literature on civic culture such as being knowledgeable, independent, courteous and aware of the common good, loyal to democratic principles, to provide input and be informed of the possible effects of the several decisions made on their behalf. Citizenship study has in the past concentrated more on the responsibilities and rights of the person in association with the state. Citizenship in its active realm is a combination of participation, right-based development, good governments and supporting role of government in helping citizens.
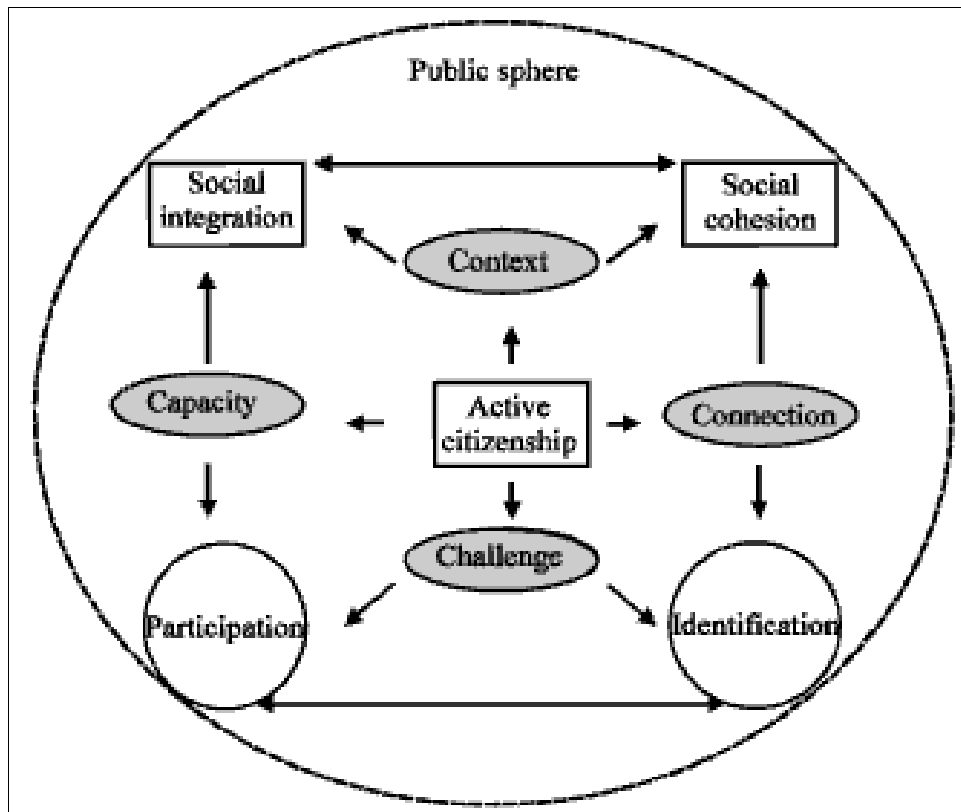
Youth as active citizens:

Youth are the core of the development process of each nation with holding the key of changing or continuing policies but their contributions will not achieve full impact unless they are engaged in their nation as a whole .The issue of engaging them in current social activities is discussed by many scholars and for instance try to correlate this to their attitude. We must add that, democracy does not only give certain rights to people, but that it also suggest the "obligation" to appreciate the opinions of others. This was seen to be especially vital for youth, to teach them that they had to take account of the interests of others. Young people can be engaged to civic issues if allow them to do so.

Approaches to active citizenship:

There are two approaches about citizenship which can explain active citizenship:

- Psychological theories often focus on personal development in contrast with sociologists' focus on social and structural forces and environment in the course of socialization
- Sociological theories focus more on teaching individual at each life stage to socialize them for new roles riley .Based on this approach, socialization has two seemingly contradictory functions, one of which is "fitting people into social roles" and the other of which is freeing them from it by the way of "individuation"

Dimension of active citizenship:

Active citizenship has four dimensions related to citizenship practices which summarizing sociological conditions represent as the capacity (how people can act based on their rights), connection (relationship with others), challenge (desire of self in practices during involvement) and context (how people aware of diverse options during social practices) sphere, representing various social places or public sphere for different practices of active involvement. This figure shows the importance of participation for social integration, while identification exaggerates cohesion in the society with double headed arrows of their relations in making citizens active in a society.

HOW BECOME ACTIVE CITIZENS?

Many citizenship studies emphasizes more on competent as the main path to become active citizens which included an awareness educating component, often in mixture of an element of initiating the participants, such as "learning by doing", "discussions", or "acquiring new skills" (GHK, 2007). Learning civic competency can improve active citizenship by allowing to some repetitions and exchange experience through interaction by each side of involving persons. These participation through involvement enhance learning in the context (The willing to participate is

fixed to the context. As a result all educational programs designed for practice based on the context can bring more people to participate in civil activities (Wenger, 2011). As a result, education can contribute to these participatory competencies by:

- Situating learning facilitates access to citizenship practices
- Developing of participatory competencies empowers coordinated action with the promotion of communicative strategies
- Spread these competencies to other places

RELATIONS BETWEEN ACTIVE CITIZENSHIP AND EDUCATION

The importance of active citizenship is being progressively accepted in education .Active citizenship term has different meaning in the field of education and education for job ,shows the connection between education and active citizenship. Studies related to active citizenship reveals its connection to social results of education. Learning as a form of active citizenship involves the education of young citizens, resulting in improved decision making regarding community-wide issues. Another component of active citizenship refers to issues relating to learn about the interaction, ties and connections to the community of citizens .These components will be used to further explore local and community involvement of young citizens in the devolution era.

The needs of youth to learn active citizenship:

Young people are expected to be equipped with appropriate civic skills for be active part in their community. This needs lifelong education through formal, non-formal and informal education. The tendency to happen this is that young people need to consider them as citizens who are actively participating .They need to do their best in learning forms of involvement .This leads to the ways of developing active citizens recognized by most democratic societies. Be an active citizen needs to learn competencies for participation. These competencies are crucial for living in a modern society for all people specially youth. The significance of active citizenship as part of life-long learning is extensively recognized and attention in education for active citizenship has been rising.

Active learning and citizenship education:

Effective combination of civic learning into the curriculum in the case of "pedagogies of engagement" needs that students be intellectually engaged in their learning. Developing related competencies needs mental awareness of learners about the environment for employing them in analyzing current issues. suggested that active learning involves giving students greater responsibility for their own learning to have the complete opportunity for involving actively and

'share ideas' believed that this process needs educational instructors' balancing role between providing security and offering challenge. there are three steps for expanding civic competency which are gaining skills critical thinking for problem solving.This last one is the important particle in citizenship education which called by Fogarty (2009) as thoughtful classroom for developing civic competencies. youth develop their higher order thinking skills in such learning processes. Active learning is the best for being an active citizenship and has been linked to social integration which enable mentioned about the goals of active learning:

•	Embedding thinking critically and life-long learning
•	Supporting sharing these learned abilities with others

Mitchell (1999) tried to describe active learning explicitly based on the community to employ and engage in lifelong learning (Annette, 2000). It is interpreted in two ways:

•	Denoting learning activities which gives considerable attention towards learning behaviours
•	Denoting higher order thinking to the activities for intellectual involvement which guide to purposeful concept and meaningful cognition

The active citizens informally and even incidentally learn from their activities with members as well as from their daily experiences outside of their study Active learning uses multiple techniques to bring students into participation by instructors.

Background of active learning:

Based on constructivism theory (Ernest, 1995) learning actively is a learned-centred approach which the students themselves are the main players in the whole process. Even though it concentrates on cognition, there is gap about its definition. With active learning students become closely involve in participation activities because the thinking of them follows their actions and not reverse .It believes that learning is inactive process thus an 'active' view of learning is often compared with behaviorist stimulus-response accounts in which organisms learn by being 'stimulated' and by 'responding'. Using following techniques are vital because of their influential effect upon youth learning.

•	Assuming science as learning process
•	Cultivating self-efficacy about their abilities
•	Bring responsibility to students
•	Placing experience in the learning process

Function of active learning:

It was anticipated that youth in active learning environments demonstrate increased engagement in contrast to passive learning environments which consist of telling, or instructing and learners as 'empty vessels' filled with information. Active learning researchers believe that either listening or reading can be passive because all of cognition is active in the sense of involving activity in youth mental life. Active learning can act as below:

• Encouraging involvement at the same time with learning activities
• Teach learners processing competencies
• Make courses with its higher order thinking aspects
• Let students to engage with their activities
• Allow them to explore their ideals about learning

RELATIONSHIP BETWEEN ACTIVE LEARNING AND ACTIVE CITIZENSHIP

Active learning helps students to engage in learning activities by gaining more experience from learning process. It moves from the control of the teacher to student ability to interact with environment and others, learning actively prevents students from retention and also it enhance thinking abilities of them. This student-centered approach increases youth involving time with the subject from their colleagues and this can change formal and informal context of learning .

STRATEGIES OF ACTIVE LEARNING

The main question in here is that how educational systems can use this kind of cognitive learning in educational environment? These ways comprise growing student time on task, involving them in real situations (Casem, 2006; Michael, 2007). These strategies can be peer tutoring, taking note, putting students in the role of decision makers and two side discussions.

Using these strategies has demonstrated a positive influence on civic engagement. Between above strategies, discussion between students and instructors is the most important vessel for encouraging active learning. If the aim of the teaching is motivating information gaining, then this method is preferable, however, other methods of active learning must be designed based on the educational goals and help students to have challenge with each of above methods. In addition, there are various strategies for learning actively can affect students' outcome like visual-based teaching and etc. These active learning methods relied on learned-centered theories can be incorporated to student learning process .Active learning strategies combine students' cognitive knowledge construction with real life. This can be happened both by participation in activities and experience with such activities which enables them to connect concept and training suggested that

it is not enough to design active learning strategies alone and getting experience from them must connect responsibility with assessment.

A basic model of active learning comprises five steps:

•	Be familiar to it
•	Understand it
•	Experience it
•	Knows about others feedback
•	Modify it

OUTCOMES OF ACTIVE LEARNING

The component of this kind of learning includes talking, listening, reading, writing and reflecting.

Effects on student learning are:

•	Engage students beyond listening and reading
•	Promote learning, not just acquisition of facts
•	Encourage interaction between students
•	Develop high-order thinking skills
•	Persuade accountability with learning process
•	Develop competencies
•	Allow students to monitor their own learning and lastly
•	Endorse deep learning

APPROACHES TO ACTIVE LEARNING TOWARDS ACTIVE CITIZENSHIP

In a teacher-focused approach, educator ask students to recall information he or she gave to learners to classify it by low thinking skills .In this approach students must reproduce knowledge but in a learner-centred approach students find meaning from knowledge and interpret it .The recommendation of this literature is that the development of civic skills in college students can be assisted through active, experiential learning that promotes outcomes such as critical thinking, moral reasoning, social responsibility, civic mindedness, exposure to diversity and leadership.

There are summarized approaches of active learning

Kinds of learning	Description
Experiential learning	Based on learning as a cycle that starts with experience, lasts with reflection and leads to action. It is also based on philosophy that one learns best by doing (Colby *et al.*, 2003; Ehrlich, 2000; Kezar and Rhoads, 2001; O'Grady, 2000; Sax, 2004; Thomas, 2000)
Service learning	A shared method for integrating civic learning into the curriculum which aims to help students see that they are not only autonomous individuals but also are accountable to others (Colby *et al.*, 2003; Kezar and Rhoads, 2001; O'Grady, 2000)
Problem-based learning	Students are presented with critical thinking or real-life problems, shifting the focus of the course to the problems, rather than the text or assignments (Bean, 2011; Hogan and Lundquist, 2006; Neill, 2008; Romero *et al.*, 2004, 2010; Whelan *et al.*, 2007)
Collaborative learning	Opportunities for students to learn how to reach consensus though inquiry, analysis and argument (Bean, 2011)
Team-Based learning	Involves the development of several groups within a class and use of course concepts to resolve problems (Beatty *et al.*, 2009; Conway *et al.*, 2010; Letassy *et al.*, 2008)
Case-Based learning	Cases often are preceded by an assigned reading and/or a mini-lecture, whereas classroom time is predominantly focused on cases that involve application of content and subsequent class (large-group) discussions (Gleason *et al.*, 2011)

OVERCOMING ACTIVE LEARNING BARRIERS

In contrast to advantages of active learning, college science education depend more on traditional didactic ways of education .There are some identified active learning obstacles:

• Endurance to use new thing
• Misconceptions by their role
• Lack of time to cover many content by faculties
• Lack of student interest

Using active learning strategies are not always affluent and may involve overcoming numerous barriers:

•	Sacrifice of course content coverage and add content to web site like pre-class mini lectures and so on
•	Design a session carefully with details and aims
•	Think with its higher-order aspect
•	Seek ways to motivate student participation

ACTIVE LEARNING MYTHS

Employing active learning approach in education process is not easy and always confronted with some myths:

•	Just do it: Active learning is made of many activities but it is not happen because students just engage in these activities.
•	Active learning happens just in attending classes: Newcomers to this process need more guidance from instructors who are well aware of teaching it and therefore using active learning method can be less useful for beginners
•	There is no place for lecturing within this kind of learning: Lectures are maybe teach in an old fashion way but even this kind of instruction can deliver information about the context and subject
•	Active learning requires too much work: According to Hanson and Moser (2003), active learning need too much attention from both sides but too much preparation is not very necessary
•	There are significant institutional restrictions to promoting it: All things are needed for active learning is the readiness and willingness to use it.
•	It can reduce from the transmission of knowledge in a certificated program: It can be very time consuming but knowledge is transmitted in a way that leads to deep learning and not just short-term memory

What is the Idea of Active Citizenship?

The idea of active citizenship can, on a theoretical level, be described as that which defines and demarcates the affiliation of the individual and the group to a political community. This affiliation has two different aspects. One of them concerns the relationship between citizens and the rights and obligations assigned to them by political institutions, whereas the other concerns public relationships in which citizens try to clarify and solve common affairs.

The idea of an active citizenship dates back to ancient Greece and its philosopher, Aristotle, who was the first to develop a theory on citizenship. Following Aristotle's idea, citizenship during the years 500 to 400 BC was practiced in the city government in Athens, then called Polis. Greek citizenship was primarily based on the fact that each citizen had an obligation towards the city government. It was considered amoral duty to be an active citizen who took part in political life. If one were to be respected as both a citizen and a human being, one would be morally obliged to take an active part in general matters concerning Polis. The idea of citizenship was therefore closely linked to the individual citizen and his rights and duties to take an active part in the political community. Even though the notion of citizenship was based more on obligations towards the city government itself than on the rights of the individual citizen, these obligations did not take the form of legal Orders, but were considered rather as an option for the citizen to serve his community and thus gain the respect that came along with it.

The institutions of the city government offered a great number of opportunities for the citizens to practice citizenship based on the rule that all citizens should govern and be governed. Citizenship as a concept had a considerable impact on society, partly because it was rooted in the moral concepts of the individual, and partly because it constituted an identity in relation to the community. A good citizen was a person who served the city government through military commitments and an active participation in political life. Only then came the moral considerations towards family and others.

There was a redrafting of the idea of citizenship during the 19thcentury. The beginning of the industrial revolution, together with the growth of market economy, caused major social changes which, in turn, created a marked contrast between the absolute monarchy of the time and the new progressive trend of citizenship. This eventually led, among other things, to the French revolution in 1789.

The French revolution meant that the king's supremacy was replaced by the supremacy of the people. The king was no longer God's representative on earth as he had been under absolute monarchy. Consequently, the state took on another function. No longer in cumbent on it to protect the sovereign monarch and the supremacy of the church, the state could now contribute towards developing and regulating the market economy, thus becoming increasingly powerful and sovereign, as it developed from a territorial to a national state. The latter made it possible to develop a real state of law while it concurrently offered the citizen a state-free environment for individual and collective action.

On the philosophical level, the period was marked by the Enlightenment which contributed to the development of new values such as freedom, tolerance, pluralism, individual rights, as well as promoting the idea of secularisation, in other words the separation of religion and politics. The people themselves gained priority over religion.

Hence, the power of the church was considerably reduced. The independence of a state gaining increasing power, and the settling of national borders, meant that citizens became aware of their affiliation to a nation and of the conditions attached to such an affiliation. This encouraged their struggle for achieving further rights. In particular, the new social movements were active in the struggle to gain the same rights as the ruling class. The concept of citizenship in terms of a united claim for increasing the rights of the citizen became a central theme in the revolutionary process.

It has to be noted that, in contrast to the republican tradition, active participation is not a goal in itself to the liberalistic understanding of citizenship. Rather, it focuses on strengthening the citizen's individual rights, and makes sure that all citizens are given equal treatment. The citizen is viewed as a member of society who can express his own opinion by voting and paying taxes. No further contribution to political decisions is expected from the citizen, and neither is he expected to consider himself as being part of the political community. In a liberalistic citizenship, the status of citizens depends solely on the subjective rights they exercise over the state itself and over the other citizens. As holders of subjective rights, they enjoy protection from the state as long as they obey the law. In the liberalistic way of thinking, subjective rights are those rights that guarantee tolerance for one's own rights.

The Difference between the Republican and the Liberalistic Idea of Citizenship

There is a fundamental difference between the republican and the liberalistic understanding of the idea of citizenship. The goal of the republicans is to establish well-functioning political communities in which the citizen is morally obliged to participate, whereas the goal of liberal

citizenship is to give the citizen a number of rights (personal as well as political) in order to ensure his autonomy vis-à-vis the control of the state. By contrast, the republican tradition views active participation as a precondition for the proper functioning of democracy, and it considers its citizens as belonging to a larger political community which gives them, in turn, a personal and social identity. This notion of citizenship contributes to the awareness of their mutual dependence and to the fact that they are, as citizens, part of a common practice which, when executed, makes them what they would like to be, namely politically responsible subjects in a community of free and equal citizens. Where the liberalistic tradition emphasizes the citizen's possibility to influence the decision-makers through polling, the republican tradition emphasizes collective self-determination and the principle of the people's supremacy. The liberalists value human rights more than the right to participate in a politically responsible community. The republicans, on the other hand, value the right to participate in politics which, among other things, leads them to make laws of their own free will, rather than focusing on the "apolitical" liberties of human rights.

This fundamental contrast between the liberalistic and the republican understanding of the idea of citizenship and its priorities -in other words, the subjective freedom of the right of the citizen as opposed to the right of the democratic citizen to political participation -is still topical today as both these perceptions of citizenship are part of our understanding of the concept itself. One can also, like Jurgen Huberman, see these concepts as being mutually dependent of each other.

The Idea of Active Citizenship Today and its New Implications

The rapid development in globalization due to the widespread use of information technology together with the global coupling of the financial and production markets are all factors contributing to the loss of control by nation states on the general conditions of production and hence restricting them in the possibility of maintaining the existing levels of welfare.

For the first time in world history, a global market is being established which is regulated by the purchase and sale of goods rather than by military power. A free global market with its advantages and disadvantages will, under all circumstances, demand some kind of regulation of the market economy in order to prevent environmental burdens including the tendency towards a growing inequality between the rich and the poor countries. The coupling of the production markets promotes short-term investments and increases the speed of capital flow, leaving the individual state more vulnerable to economic speculation.

The deterioration of the concept of a nation state has a significant impact on the understanding of the idea of citizenship because the latter has primarily been linked from the early days of industrialization to the understanding that nation states themselves are responsible for securing the rights that enforce active citizenship. At present, however, and in line with the hasty development of globalization, there is an urgent requirement that these rights be not only guaranteed by citizens and their individual nation, but that they also be respected by citizens of all other nations as well.

These rights, from being citizen rights won by a struggle within the framework of a nation state which it subsequently guarantees, have now become universal rights. As such, they are now valid all over the globe: "As world citizen rights". The difficulty in meeting the demand for the expansion of citizen rights from within the nation's framework to the outside is the fact that they would have to be monitored by a supranational regulatory authority with all the power needed to implement such control. Furthermore, the experience gained from the

Mohammed crisis –following the drawings published in a Danish newspaper -shows that if one attempts to make those rights universal one can, in fact, reinforce them as they are not absolute rights. They are rights won by a struggle that can always either be expanded or restricted according to the circumstances. For example, in Denmark freedom of expression with regard to racism is restricted by Danish law, and the fierce demonstrations against
Denmark in connection with the publication of the drawings and the subsequent political discussions nationally and internationally, only show how differently the notion of freedom of expression can be interpreted. As individual rights become progressively universal, they will at the same time inevitably come under pressure from, for example, some religious groups who would contest such rights, demanding that they be adapted to their own beliefs.
The development of a global public has already put such rights under pressure. What is said in an English tv-programme or written in a Danish newspaper does not necessarily remain in the national domain, but can very quickly turn into an international affair with consequences for the nation involved. Hence, there will be, under all circumstances, a need to discuss how best to define and ensure personal freedom rights on an international and global level.

An Introduction to Active Citizenship
Different Levels of Active citizenship

Individuals might be active in their communities in many different ways. Some people choose to get involved in issues or causes that directly affect their lives at a local level, while others might want to do something to make a difference to a cause that has an impact globally.
Below is an outline of the different usages of the term 'Active Citizen'

It is used most often at local level to refer to citizens who become actively involved in the life of their communities; tackling problems, bringing about change or resisting unwanted change. Active citizens are those who over time develop the skills, knowledge and understanding to be able to make informed decisions about their communities and workplaces with the aim of improving quality of life in them.

At regional and national level it can move from voting in democratic processes, to being involved in campaigning groups, to becoming a member of a political party.

At international level the global active citizen may be involved in movements to promote environmental sustainability or fair trade, to reduce poverty or to eliminate people trafficking and slavery.
An active citizen is not necessarily a 'good citizen' as they may not follow the rules or behave in a certain way: in many instances they may challenge the rules and existing structures, although will generally stay within the bounds of democratic processes and not become involved in violent acts.
They typically embrace a set of values associated with active democratic citizenship including respect for justice, democracy and the rule of law; openness; tolerance; courage to defend a point of view; and a willingness to listen to, work with, and stand up for others.

What does an active citizen do?

A common view amongst people and policy makers is that active citizenship is where citizens become involved in:

Civil participation

People getting involved with each other to pursue their own goals and interests such as residents associations, sports clubs, faith groups etc.

Civic engagement:

The more formal routes of public participation in the process of governance such as through user panels, citizens' juries, citizen governors, non-executive board members, advisory groups, etc. However, this is a rather narrow perspective and doesn't reflect the full spectrum of the work that people volunteer to undertake (mostly unpaid) for the benefit of others in their community and beyond.

What is active citizenship?

Active Citizenship is a term used to describe the involvement of individuals in public life and affairs: this can take place at local, national and international levels. This briefing outlines the different ways that people can be active in their local community and reasons why people might want most people find it more helpful to think about active citizenship by what motivates people to become involved.

This helps to define what each form of citizenship offers to the individual, what they learn about local people and communities, as well as the kinds of activities in which they are involved. Some examples follow: they are not exclusive one from another, and many citizens will participate at any combination of these:

1) The citizen motivated by the sense of personal responsibility-

2) The citizen who recognizes the importance of taking part in government elections, who becomes increasingly aware of individual rights of citizenship as well as the responsibilities that this places on every adult. This citizen will not only vote at elections; they may be good neighbors (helping others less physically able than they are), but many also become volunteers, involved in activities of charities and similar bodies across their area concerned with issues in which the citizen has a particular or personal interest. This includes those who become school governors, or who become trustees of a local charity as a consequence of skills and knowledge they already possess.

3) The citizen motivated by participating in activities in their community

The citizen who increasingly becomes involved in local activities and groups, who seeks to learn more about participatory structures and associated community rights, and who actively engages with those structures. This can range from helping to shape services to better meet local needs, public consultation exercises on developments affecting their community, through to involvement in longer-term strategic planning for the future of their area.

4) The citizen motivated by justice and fairness

The justice orientated citizen who seeks to develop a high level of awareness of collective rights and of collective political and social responsibility. This person primarily participates within groups, taking responsibility for engaging with issues of social justice and equality, actively challenging unequal relations of power and promoting social solidarity and justice as appropriate: this could be both within their local area or much wider, and might also be taking account of the world-wide context.

The majority of people are active citizens in one way or another but, as you can see, the range of activities that might be involved in is very wide. Accessing support to help them be successful in those activities is equally varied, and much depend upon whether those activities are structured or not (i.e. where the skills, knowledge and experience required can be easily quantified). The development of Community Action Networks across Southward seeks to ensure that appropriate support is available for all active citizen activities, and help ensure that they can play their full part in whatever activities they choose to be involved into be an active citizen.