



## AN ASSESSMENT OF INSTRUCTIONAL PRACTICES IN TERMS OF DEMOCRATIC PARTICIPATION FREEDOM AND AUTONOMY

Dr. Semra Demir  
Erciyes University  
Faculty of Education,  
Educational Sciences Department  
Kayseri- TURKEY  
[sdemir@erciyes.edu.tr](mailto:sdemir@erciyes.edu.tr)

Dr. Gülay Bedir  
Gaziosmanpasa University  
Faculty of Education  
Educational Sciences Department  
Tokat -TURKEY  
[gbedir@hotmail.com](mailto:gbedir@hotmail.com)

### Abstract

How a person actualizes democracy as part of his/her life style is highly correlated with how that person perceives democracy. The perception of democracy by teachers who bear the responsibility of raising individuals believing in democracy and internalizing it into their life styles and teachers' practices led by this perception are tremendously influential over how the students—future adults—will perceive democracy and how they will practice it.

The purpose of this study is to determine the instructional practices of teachers who are in charge of raising individuals who apply and sustain democratic understanding in their lives during the process of creating a democratic society, and also to assess teachers' practices in terms of democratic participation, freedom, and autonomy.

Qualitative research design has been employed in this study. Semi-structured interview forms have been used, and the data have been analyzed through descriptive analyses. Majority of teachers who participated in the study have been evaluated as individuals who internalized democratic education and management, liked their jobs, had mature thinking skills, who were energetic, tolerant, unbiased, and respectful against others' opinions. Teachers' practices in their classes were determined to be compatible with democratic and participatory understanding.

**Key Words:** Instructional Practices, Democratic Participation, Freedom, Autonomy.