

Technocratic and Democratic Paradigms

[excerpted and modified from Saltmarsh, Hartley, & Clayton, 2009]

Technocratic Civic Engagement (TCE)	Democratic Civic Engagement (DCE)
<i>For</i>	<i>With</i>
Deficit-based	Asset-based
Uni-directional flow of knowledge from credentialed academic experts; distinction between knowledge producers and knowledge consumers	Multi-directional, synergistic flow of ideas and questions within a web of knowledge centers; co-creation of knowledge
At best transactional exchanges	Potentially transformative partnerships (transformative of self, others, organizations/institutions, systems, paradigms); change result from co-creation
Hierarchical power dynamics	Powershifted dynamics that disrupt hierarchy and position all partners as co-educators, co-learners, co-generators of knowledge and practice

Excerpted from Jameson, Clayton, & Jaeger (2011; pp. 260-262):

In the technocratic orientation, knowledge flows from credentialed faculty—its producers—to non-credentialed students and community members—its consumers. In contrast, a democratic orientation toward engagement values multiple forms of expertise, seeks to integrate knowledge from all sources, and posits a web of interactions through which shared challenges come to be better understood and addressed. It adopts an asset-based rather than a deficit-based approach, building on strengths rather than “fixing” shortcomings. It “seeks the public good *with* the public and not merely *for* the public as a means to facilitating a more active and engaged democracy” (Saltmarsh et al., 2009, p. 9).

“With” rather than “for” implies co-creation: specifically in [SLCE], it suggests students, faculty, and community members functioning as co-educators, co-learners, and co-generators of knowledge. Working together in this way means that students, faculty, and community members share power and responsibility and communicate as equals across their various roles. It requires open and respectful deliberation as partners navigate their way through disagreements to shared commitments. It calls for integrating inquiry with practice and capitalizing on the creative tensions that reside at the core of democracy (e.g., tensions between short-term and long-term, between efficiency and effectiveness, between local and global, and between individual interests and the common good).

All teach, all learn, all serve, all are served (Sigmon, 1979)

It all comes down to one motto: "Everyone a learner, everyone a teacher, everyone a leader." That's it. That's the radical view of the world that changes how community works and shuffles the balance of power.... It's just that easy and just that hard.... When we remember this, great things happen. When we forget, we all lose.

[community partner Amy Mondloch, 2009]

Sharing power—leveling the playing field ... among differences in privilege, education, geography, race, class, and other factors ... —is a revolutionary act. It requires courage, tenacity, selfless-ness, transparency, ethical and moral leadership, and a commitment to do emotional and intellectual work for the common good.... We were able to level the playing field to a great degree because of the ... faculty members' great commitment to learning to work in a more participatory process such as being trained in consensus decision-making....

[community partners Elmer Freeman, Susan Gust, & Deborah Aloschen (2009)]

No one seen (by self or others) as a recipient or a subject only (Clayton)

We have discovered from these and many other such experiences that “co” ...

- can take many shapes -- it is what you and your partners make it, which also means it's important to talk about it and determine together how you want to approach it
- does not mean “same” -- it means that everyone brings their own particular gifts and goals and together we figure out how best to integrate them
- neither denies nor ignores differences in power -- it assumes that everyone involved in SLCE has their own forms of and sources of power (some personal, some organizational, some cultural, etc.) and is committed to power being shared by all
- requires conscious effort and attention -- it is a way of being together we have to learn and work at (or perhaps we have to unlearn the ingrained patterns of either taking charge or passively waiting for guidance that are so easy to fall back into), which also means it requires patience with ourselves and others when we fall short
- comes and goes, sometimes by choice and other times despite our best intentions -- it can flourish at one time and flounder at another, influenced by many factors (e.g., time constraints we or others have subjected us to can mean co- requires significant trade-offs that we may or may not judge it appropriate to make; some cultural norms can make it seem more or less appropriate depending on context) [Alexa Stout & Patti Clayton (2016)]

“Reciprocity is the recognition, respect, and valuing of the knowledge, perspective, and resources that each partner contributes to the collaboration.” (ICEE, UNC Greensboro)

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	Supports being “co-” / WITH	Hinders being “co-” / WITH
Students (S)		
Community Organization Staff (O)		
Faculty (F)		
Campus Administrators (A)		
Community Residents (R)		

Example Write-up of SL Project for Syllabus (P. Clayton)

The Computer Literacy Project (2004)

SL Projects: Outlook Pointe (off Six Forks), **Manor House** (Wade Avenue and Dixie Trail), **Laurels of Forest Glen** (off Vandora Springs Road, via I-70, in Garner) **assisted living communities**

The class will divide into three groups, one per facility, all serving with the same objective: the enhancement of resident services in the area of technology access and literacy.

Details of and schedule for the projects will be worked out at an orientation meeting at each site, but the rough outline of the project is as follows:

- Orientation discussion with Program Coordinator, tour of facility, participation in activity with residents
- Students will develop and implement a “Remember When” session re: science and technology
- Students will serve as “cheerleaders” or “flag bearers” in the community’s efforts to provide their residents with greater computer access (including recruiting residents to participate in activities related to this project)
- Students will solicit donated or discounted computer equipment and software (from the local corporate or commercial community or from the university) and then support the staff at each facility in setting up and introducing the residents to a “computer lab” (including developing a plan for handling security and other concerns)
- Students will support interested residents in using computer technology, including through developing and offering a series of “tutorials” (resident programs) with supporting instructional materials (email, WWW, software, basic skills, etc.) – using temporary computer equipment until permanent equipment is available on-site
- As desired by the residents, students will arrange and take residents on a science/technology-related outing

This project will offer students the opportunity to make a lasting contribution to the assisted living community by improving the services available to residents and to experience individual and organizational relationships with technological change.

How, specifically, might we enhance “co-” (DCE) in this example?