

TEACHING **CONTROVERSIAL** ISSUES

A Framework for Reflective Practice
Judy Pace



This graphic offers a framework for teaching controversial issues, a cornerstone of democratic education. It is grounded in cross-national research presented in *Hard Questions: Learning to Teach about Controversial Issues*. The framework includes eight elements for creating powerful curricula and supporting reflective practice.

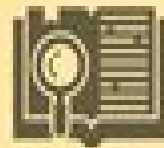
JUDY PACE is professor of teacher education at the University of San Francisco. She studies classroom teaching and its sociopolitical, cultural, and institutional dynamics. judypace.edu

To learn more, read *Hard Questions: Learning to Teach Controversial Issues*. ISBN 9781604620110



Cultivate a supportive environment

through community building, norms, openness to dissent, individual affirmation, and humor.



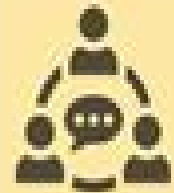
Prepare thoroughly

with attention to student identity and development, teaching contexts, subject matter, purposes, and methods.



Think through teacher stance

including pedagogical roles, positions on issues, and pros and cons of disclosing teacher views.



Communicate proactively

with students, parents, colleagues, and administrators about issues that will be studied.



Select authentic issues

and frame questions to promote student engagement and inquiry, progressing from cooler to hotter issues.



Choose resources and pedagogies

that challenge assumptions, include diverse voices and perspectives, and foster participation.



Guide discussion

with tools for analyzing sources, exchanging ideas, moving from small groups to whole group, and attending to equity.



Address emotions

by creating space for processing them, using de-escalation moves as needed, and developing self-awareness.

Teaching Controversy

Kathleen Armour



Teaching Controversy:

Hard Questions Judith L. Pace, 2021-02-15 Teaching controversial issues in the classroom is now more urgent and fraught than ever as we face up to rising authoritarianism racial and economic injustice and looming environmental disaster Despite evidence that teaching controversy is critical educators often avoid it How then can we prepare and support teachers to undertake this essential but difficult work *Hard Questions Learning to Teach Controversial Issues* based on a cross national qualitative study examines teacher educators efforts to prepare preservice teachers for teaching controversial issues that matter for democracy justice and human rights It presents four detailed cases of teacher preparation in three politically divided societies Northern Ireland England and the United States The book traces graduate students learning from university coursework into the classrooms where they work to put what they have learned into practice It explores their application of pedagogical tools and the factors that facilitated or hindered their efforts to teach controversy The book s cross national perspective is compelling to a broad and diverse audience raising critical questions about teaching controversial issues and providing educators researchers and policymakers tools to help them fulfill this essential democratic mission of education

The Case for Contention Jonathan Zimmerman, Emily Robertson, 2017-04-24 From the fights about the teaching of evolution to the details of sex education it may seem like American schools are hotbeds of controversy But as Jonathan Zimmerman and Emily Robertson show in this insightful book it is precisely because such topics are so inflammatory outside school walls that they are so commonly avoided within them And this they argue is a tremendous disservice to our students Armed with a detailed history of the development of American educational policy and norms and a clear philosophical analysis of the value of contention in public discourse they show that one of the best things American schools should do is face controversial topics dead on right in their classrooms Zimmerman and Robertson highlight an aspect of American politics that we know all too well We are terrible at having informed reasonable debates We opt instead to hurl insults and accusations at one another or worse sit in silence and privately ridicule the other side Wouldn t an educational system that focuses on how to have such debates in civil and mutually respectful ways improve our public culture and help us overcome the political impasses that plague us today To realize such a system the authors argue that we need to not only better prepare our educators for the teaching of hot button issues but also provide them the professional autonomy and legal protection to do so And we need to know exactly what constitutes a controversy which is itself a controversial issue The existence of climate change for instance should not be subject to discussion in schools scientists overwhelmingly agree that it exists How we prioritize it against other needs such as economic growth however that is worth a debate With clarity and common sense wisdom Zimmerman and Robertson show that our squeamishness over controversy in the classroom has left our students woefully underserved as future citizens But they also show that we can fix it if we all just agree to disagree in an atmosphere of mutual respect *The Challenge of Teaching Controversial Issues* Hilary Claire, Cathie Holden, 2007

Teaching about controversial issues is crucial but also very challenging This text dissects the nature of a specific controversy and offers practical strategies for helping students work through possible solutions Teaching Classroom Controversies Glenn Y. Bezael,2023-12-18 Teaching Classroom Controversies is the essential guide for all teachers trying to navigate their way through issues of controversy in the age of fake news and alternative facts Arguing that schools have a key role to help turn the tide and promote intellectual humility and openness the book shows teachers how they can set the boundaries to ensure a purposeful learning environment that thinks about controversy in terms of evidence reasoned argument and critical reflection Drawing on the latest research the first part of the book provides frameworks for teaching and learning about controversy including how to facilitate respectful discussion the biases that impact student beliefs and the pedagogical techniques that should be applied in the classroom The second part offers practical guidance on how to teach the most contentious issues facing young children and teenagers in society today dealing with wide ranging questions such as Is Santa Claus real Do I have a normal family Is the Holocaust a hoax Should there be any limits on free speech Teaching Classroom Controversies offers teachers the tools to develop their students critical thinking on the timely and cutting edge issues of controversy that are shaping our world Controversy in the Classroom Diana E. Hess,2009-05-26 In a conservative educational climate that is dominated by policies like No Child Left Behind one of the most serious effects has been for educators to worry about the politics of what they are teaching and how they are teaching it As a result many dedicated teachers choose to avoid controversial issues altogether in preference for safe knowledge and safe teaching practices Diana Hess interrupts this dangerous trend by providing readers a spirited and detailed argument for why curricula and teaching based on controversial issues are truly crucial at this time Through rich empirical research from real classrooms throughout the nation she demonstrates why schools have the potential to be particularly powerful sites for democratic education and why this form of education must include sustained attention to authentic and controversial political issues that animate political communities The purposeful inclusion of controversial issues in the school curriculum when done wisely and well can communicate by example the essence of what makes communities democratic while simultaneously building the skills and dispositions that young people will need to live in and improve such communities **Managing controversy** Council of Europe,2017-01-30 A tool for school leaders and senior managers for handling controversy and teaching controversial issues in schools Controversy and controversial issues are at the centre of our democratic societies This means that learning how to deal with such issues must also be at the heart of an effective education for democratic citizenship and human rights education EDC HRE The publication aims to help strengthen the managing of controversial issues at whole school level This will benefit young people and also help contribute to more effective Education for Democratic Citizenship and Human Rights Education EDC HRE and the protection and strengthening of our democratic societies **Teaching controversial issues through education for democratic citizenship and human rights** David Kerr,Ted Huddleston,2021-01-22 A professional

development programme for teachers designed to support and promote the teaching of controversial issues in schools in Europe This publication offers practical guidance support and training to help strengthen the handling of controversial issues in schools and other educational settings It seeks to help teachers leaders and trainers to effectively address controversial issues as part of their everyday professional practice This is essential if education is to equip children and young people with the competences needed to protect and defend human rights democracy and the rule of law to participate effectively and to live peacefully with others in our culturally diverse societies

Controversy in the Classroom, 2009 In a conservative educational climate that is dominated by policies like No Child Left Behind one of the most serious effects has been for educators to worry about the politics of what they are teaching and how they are teaching it As a result many dedicated teachers choose to avoid controversial issues altogether in preference for safe knowledge and safe teaching practices Diana Hess interrupts this dangerous trend by providing readers a spirited and detailed argument for why curricula and teaching based on controversial issues are truly crucial at this time Through rich empirical research from real classrooms throughout the nation she demonstrates why schools have the potential to be particularly powerful sites for democratic education and why this form of education must include sustained attention to authentic and controversial political issues that animate political communities The purposeful inclusion of controversial issues in the school curriculum when done wisely and well can communicate by example the essence of what makes communities democratic while simultaneously building the skills and dispositions that young people will need to live in and improve such communities

Teaching Controversial Issues

Nel Noddings, Laurie Brooks, 2017 In this book eminent educational philosopher Nel Noddings and daughter Laurie Brooks explain how teachers can foster critical thinking through the exploration of controversial issues The emphasis is on the use of critical thinking to understand and collaborate not simply to win arguments The authors describe how critical thinking that encourages dialogue across the school disciplines and across social economic classes prepares students for participation in democracy They offer specific concrete strategies for addressing a variety of issues related to authority religion gender race media sports entertainment class and poverty capitalism and socialism and equality and justice The goal is to develop individuals who can examine their own beliefs those of their own and other groups and those of their nation and can do so with respect and understanding for others values

Book Features Underscores the necessity of moral commitment in the use of critical thinking Offers assistance for handling controversial issues that many teachers find unsettling Proposes a way for students and teachers to work together across the disciplines Brooks and Noddings offer a timely and inspirational guide for teaching critical thinking in American schools With deep roots in American philosophy and traditions this book inspires us to teach students to question authority while fostering meaningful conversations about the difficult issues confronting our nation This book offers a recipe for nurturing the next generation of caring and critical democratic citizens

Andrew Fiala professor California State University Fresno Chock full of contemporary and historical examples this book offers educators

myriad examples of how to help students learn to talk with and listen to others and to understand the fullness of our collective humanity Suzanne M Wilson University of Connecticut *Controversy in the Classroom* Diana E. Hess, 2009-05-26
Through rich empirical research from real classrooms throughout the nation *Controversy in the Classroom* demonstrates why schools have the potential to be particularly powerful sites for democratic education

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