

Teaching Controversial Issues The Case For Critical Thinking And Moral Commitment In The Classroom

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[#pedagogy](#) [difficult topics](#)

This resource explores the vital importance of teaching controversial issues within the classroom. It advocates for an educational framework that not only fosters robust critical thinking abilities but also cultivates a strong sense of moral commitment among students. Discover strategies to transform challenging topics into opportunities for profound learning and ethical growth.

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Teaching Controversial Issues

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

The Case for Contention

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 head 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.

Teaching Controversial Political Issues in the Age of Social Media

Using Israel as a case study, this book examines teachers' approaches to Controversial Political Issues (CPI) in the classroom. The book focuses on the democratic responsibilities that teachers face in an era where social media use is ubiquitous, and polarization and fake news are increasingly common. Presenting original research on the topic and developing a pedagogical framework for dealing with controversial issues in a sensitive and effective manner, this accessible volume highlights social-emotional learning approaches and considers a broad definition of CPI to include issues of racism, religion, political differences, multiculturalism, and Jewish–Arab relations. Using the results of an in-depth research project foregrounding personal experience, the book explores situational accounts of teachers from a diverse range of subject disciplines and different minority–majority group settings to present comparative evidence from European contexts. Offering concrete suggestions for ways of dealing with controversial political issues and volatile remarks that are grounded in research, this timely book will be highly relevant for researchers, students, and educators in the fields of social studies, democratic and peace education, citizenship education, race and education, and educational politics.

Developing Critical Thinking in Physics

This book promotes the effective implementation and development of critical analysis in physics. It focuses on explanatory texts concerning subjects typically dealt with in secondary or higher education and addressed in an academic or popular context. It highlights the general difficulties and obstacles inherent in teaching physics and shows how some tools can help to combine successful criticism and better understanding. The book examines the main reasons to call a text into question and looks at risk factors such as simplifications, story-like explanations and visual analogies. It takes inventory of the benefits and limits of critical analysis and discusses the complex links between conceptual mastery and critical attitude. The book ends by offering tools to activate critical thinking and ways for educators to guide students towards productive critical analysis.

A Coherent Curriculum for Every Student

This book exhibits a collection of proposals for how school curriculum may be conceived, designed, and realized.

Poverty Impacts on Literacy Education

Income disparity for students in both K-12 and higher education settings has become increasingly apparent since the onset of the COVID-19 pandemic. In the wake of these changes, impoverished students face a variety of challenges both internal and external. Educators must deepen their awareness of the obstacles students face beyond the classroom to support learning. Traditional literacy education

must evolve to become culturally, linguistically, and socially relevant to bridge the gap between poverty and academic literacy opportunities. Poverty Impacts on Literacy Education develops a conceptual framework and pedagogical support for literacy education practices related to students in poverty. The research provides protocols supporting student success through explored connections between income disparity and literacy instruction. Covering topics such as food insecurity, integrated instruction, and the poverty narrative, this is an essential resource for administration in both K-12 and higher education settings, professors and teachers in literacy, curriculum directors, researchers, instructional facilitators, pre-service teachers, school counselors, teacher preparation programs, and students.

Curriculum and Teaching Dialogue

Curriculum and Teaching Dialogue is a peer-reviewed journal sponsored by the American Association for Teaching and Curriculum. The purpose of the journal is to promote the scholarly study of teaching and curriculum. The aim is to provide readers with knowledge and strategies of teaching and curriculum that can be used in educational settings. The journal is published annually in two volumes and includes traditional research papers, conceptual essays, as well as research outtakes and book reviews. Publication in CTD is always free to authors. Information about the journal is located on the AATC website <http://aatchome.org/> and can be found on the Journal tab at <http://aatchome.org/about-ctd-journal/>.

Inspiring Purpose in High-Performance Schooling

Is the world better off because your school is in it? Do you believe schooling has a higher purpose? In *Inspiring Purpose in High-Performance Schooling*, Mary Anne Heng questions modern-day schooling with its dominant focus on what is efficient and effective in good education and how this is measured. This book critically analyses what really matters in high-performance schooling contexts using Singapore as an example and makes a case for putting purpose at the heart of teaching. Going beyond good education built on evidence-based and reflective practice and the instrumental questions of the “What” and “How” of education, she argues for a view of education as transformation with a deeper purpose that probes the “Why”. Using Singapore as a case example and Israel as a counterpoint, she moves past the rhetoric of developing passion, curiosity, creativity and other 21st-century competencies in high-performance schooling to uncover children’s real experiences of school. Based on research using multiple sources, she analyses surveys with Singapore and Israeli adolescents and in-depth individual student interviews, as well as provides insights from rich discussions and extended field-testing with practicing teachers and educational leaders to inform an urgent call for a new vision in education for the future of education and society—one that celebrates achievement with larger purpose for the wider world. A valuable academic and resource text for teachers, school leaders, policymakers and graduate students in education programmes, as well as education researchers in the fields of educational leadership and change, curriculum, teaching and learning, and youth purpose.

Sound Pedagogy

Music education today requires an approach rooted in care and kindness that coexists alongside the dismantling of systems that fail to serve our communities in higher education. But, as the essayists in *Sound Pedagogy* show, the structural aspects of music study in higher education present obstacles to caring and kindness like the entrenched master-student model, a neoliberal individualist and competitive mindset, and classical music’s white patriarchal roots. The editors of this volume curate essays that use a broad definition of care pedagogy, one informed by interdisciplinary scholarship and aimed at providing practical strategies for bringing transformative learning and engaged pedagogies to music classrooms. The contributors draw from personal experience to address issues including radical kindness through universal design; listening to non-human musicality; public musicology as a forum for social justice discourse; and radical approaches to teaching about race through music. Contributors: Molly M. Breckling, William A. Everett, Kate Galloway, Sara Haefeli, Eric Hung, Stephanie Jensen-Moulton, Mark Katz, Nathan A. Langfitt, Matteo Magarotto, Mary Natvig, Frederick A. Peterbark, Laura Moore Pruett, Colleen Renihan, Amanda Christina Soto, John Spilker, Reba A. Wissner, and Trudi Wright

Restorative Literacies

“This book applies the principles of restorative justice to literacy education. Restorative literacies are designed to help educators reach, repair, and restore the literacies of our most disenfranchised and disengaged students in all classrooms through the recognition and expansion of students’ experiences

and literacies they bring to school. Restorative literacies aim to create a community of care that involves students, teachers, administrators, student's families, and principals so that all students experience racially, culturally, linguistically, and economically responsive, authentic, and engaging instruction in multiple forms of literacies. The practice of restorative literacies focuses on building and strengthening positive relationships between the backgrounds and perspectives, as well as the variable skills, proficiencies, and fluencies, of readers, the multiple texts readers encounter, and the authors of such texts through an intentional system of response, repair, and restoration in an educational setting"--

How Shall We Then Care?

Though much has been written about ethic of care and its importance in education, little is available to guide Christian educators who desire to demonstrate a disposition of care toward self, learners, colleagues, and community. As this book makes clear, a Christian ethic of care serves to illuminate our relationship with God while also helping to flesh out what care looks like in various contexts, including and especially teaching and teacher education. *How Shall We Then Care?* invites engagement with questions not just about what teachers should know about care, but about how they are to care for those in their circle of influence, what it means to care, what counts as care, what practices nurture care, and how care is experienced. The authors are teachers and teacher educators who, like you, have struggled to find answers to these questions. The settings for these explorations span the spectrum from K-12 classrooms to Christian and public higher education, covering issues such as trauma-informed classroom practice, the use of role-playing games for teaching ethics, the transition from teacher candidate to novice teacher, the crucial interface between care and inclusive education, and the vital role empathy plays in educational care.

Powerful Understanding

Powerful Understanding explores effective ways to build social-emotional skills and help students make connections, question what they read, and reflect on their learning as they develop into stronger readers and learners. Lessons based in both strategic and critical thinking revolve around core anchor books that help integrate inquiry into everything you teach — from social responsibility, to immigration, to life cycles. This highly readable book includes a wealth of classroom examples and extensive hands-on activities designed to help students to think more deeply, learn more widely, and develop a more powerful understanding of what it means to be a responsible and compassionate person.

Democracy's Discontent and Civic Learning

Around the globe, democracy is under assault. For a dozen years, global freedom has followed a downward slope, according to Freedom House. Once viewed as the world's model of freedom, the United States has slipped in world ratings of democracy. For a rising portion of the world's population, faith in democracy is flagging. At the same time, a wave of nationalism and xenophobia is rising in the West, questioning democracy's ability to meet the needs of its citizens. The contributors to this volume examine democracy's discontent from a variety of perspectives. What forces have produced the extreme partisanship and polarization roiling America's civic life and politics? How has today's populist movement challenged democratic norms and institutions? What role has social media played in democracy's discontent and its defense? How do we overcome persistent racism in the face of emboldened White supremacist and anti-immigrant agitation? Across the pages of this book, teachers, teacher educators, and education policy makers will recognize a common theme in responding to democracy's discontent – the need to rebuild the nation's civic infrastructure. Research on best practices in civic learning and engagement serve as a guide to transforming how we prepare citizens for democratic deliberation and civic action. Creative and effective teaching materials and approaches await only the will to invest the needed time and support. Repairing our civic infrastructure will help to restore confidence in our civic capabilities and trust in our ability to work together for the public good. Without a serious recommitment to the civic mission of schools, the nation will be ill prepared to defend against those within and beyond our borders who are intent on undermining democracy.

Handbook of Research on Developing Engaging Online Courses

Online instruction is rapidly expanding the way professors think about and plan instruction. In addition, online instructional practices are expanding and changing as new tools and strategies are adopted. It is imperative that programs and institutions of higher education explore increased online options that align with best practices to develop effective and engaging online courses. The *Handbook of Research*

on Developing Engaging Online Courses is an essential research publication that provides multiple perspectives on improving student engagement and success in online courses. This book includes topics focused on the online learner, online course content, and effective online instruction. The content contained within the title is ideal for curriculum developers, instructional designers, IT consultants, deans, chairs, teachers, administrators, academicians, researchers, and students.

Social Media for Civic Education

This open access book provides the theoretical and pedagogical foundations for a promising new approach to civic education: using social media to teach civics. While many measures indicate that youth civic engagement has long been in decline, many of these measures fail to take into account all of the ways that youth can interact with civic life. One of these understudied ways is through social media, including platforms like Twitter, where young people have the opportunity to encounter the news, engage with people in power, and bring attention to the needs in their community. Throughout this volume, Chapman explores how and why teachers can use social media to teach civics, as well as how it might meet the needs of students in ways other approaches do not.

Queer Multicultural Social Justice Education

In *Queer Multicultural Social Justice Education: Curriculum (and Identity) Development Through Performance*, I take a pragmatic approach sharing my intimate journey, my stories, and myself with you—the reader—as I actively perform and model the development of queer explorations (i.e., lessons) and curriculum. I begin this journey with three accessible histories of multicultural education, queer perspectives, and autoethnography, respectively. These easy-to-navigate stories provide you with important background knowledge, highlighting the evolution of, commonalities between, and need for each discipline, along with their connection to identity and identity awareness as a form of social justice practice and advancement. Next, I share and perform the nine explorations developed for this project, collectively titled *Queer Explorations of Identity Awareness*. Modeling for you in practical terms how to queer curriculum and its development, I openly examine my raw performances, discuss my personal and analytical reflections, and embrace my own personal experiences and revelations that occurred throughout this project. Finally, I close with a creative, reflective, and story-like analysis of the process that includes a call to action from you to share your stories as a way of knowing yourself—and others—as a form of social justice education and advancement. This book is intended for all formal and informal educators interested in performing and developing queer multicultural social justice curriculum and practices. Inspired by Ayers (2006), I invite you on this “voyage” with “hope and urgency” (p. 83). It is time we share our stories as a form of curriculum, activism, and coming together.

French Immersion Ideologies in Canada

In *French Immersion Ideologies in Canada*, Sylvie Roy gives voice to people who have experiences with French immersion programs in Alberta, Canada. Using a sociolinguistics for change approach, she interprets questions related to language ideologies, as well as reasons people learn French as an additional language and why some students are asked to learn English first. She also reflects on what it means to become or to be bilingual or multilingual in a globalized world. Roy discusses teachers' and learners' linguistic and cultural practices and examines transculturality for the future. By questioning concepts that recur in participants' narratives, this book explores how power is reproduced, who is marginalized in the process, and what can be done to deconstruct ideologies about learning and teaching French in Canada and in the world. Roy demonstrates complex issues related to the French language and their consequences for learners, parents, teachers, and administrators.

The Oxford Handbook of Dewey

This handbook is currently in development, with individual articles publishing online in advance of print publication. At this time, we cannot add information about unpublished articles in this handbook, however the table of contents will continue to grow as additional articles pass through the review process and are added to the site. Please note that the online publication date for this handbook is the date that the first article in the title was published online.

Civility and Democratic Education

This book explores how and why civility contributes to a vibrant democratic society, and how it can be fostered and cultivated as a key part of democratic education. It suggests that civility only makes sense as a civic virtue if it is conceived in relation to civic friendship, concord and fellow-feeling. This book offers a timely snapshot of civility as a pressing, yet enduring, concern in democratic life and education. It elucidates a virtue-based conceptualization of civility and its place within democratic education, and makes use of real-life examples and cases to illustrate its arguments and to engage a range of readers. In short, this book is interested in what civility is and how schools can and do cultivate civility.

Handbook on Teaching Social Issues

The Handbook on Teaching Social Issues, 2nd edition, provides teachers and teacher educators with a comprehensive guide to teaching social issues in the classroom. This second edition re-frames the teaching of social issues with a dedicated emphasis on issues of social justice. It raises the potential for a new and stronger focus on social issues instruction in schools. Contributors include many of the leading experts in the field of social studies education. Issues-centered social studies is an approach to teaching history, government, geography, economics and other subject related courses through a focus on persistent social issues. The emphasis is on problematic questions that need to be addressed and investigated in-depth to increase social understanding, active participation, and social progress. Questions or issues may address problems of the past, present, or future, and involve disagreement over facts, definitions, values, and beliefs arising in the study of any of the social studies disciplines, or other aspects of human affairs. The authors and editor believe that this approach should be at the heart of social studies instruction in schools.

ENDORSEMENTS

"At a time when even the world's most stable democracies are backsliding towards autocratic rule, Ronald Evans has pulled together an essential guide for teachers who want to do something about it. The 2nd edition of the Handbook on Teaching Social Issues is a brilliant and timely collection that should be the constant companion for teachers across the disciplines." Joel Westheimer University Research Chair in Democracy and Education University of Ottawa

"The Handbook on Teaching Social Issues (2nd edition) is a fantastic resource for teachers, teacher educators, and professional development specialists who are interested in ensuring that social issues are at the center of the curriculum. The chapters are focused on the most important contemporary thinking about what social issues are, why they are so important for young people to learn about, and what research indicates are the most effective pedagogical approaches. The wide-ranging theoretical and practical expertise of the editor and all of the chapter authors account for why this handbook makes such an exceptional contribution to our understanding of how and why the social issues approach is so important and stimulating." Diana Hess Dean, UW-Madison School of Education

Karen A. Falk Distinguished Chair of Education "Democracy, both as a form of governance and a reservoir of principles and practices, faces an existential threat. The Handbook on Teaching Social Issues is a perfectly-timed and wonderfully engaging exploration of what lies at the heart of social studies curriculum: social inquiry for democratic life. The authors provide conceptual frames, classroom strategies and deep insights about the complex and utterly crucial work of education for democratic citizenship. Education like that conceptualized and described in this volume is a curative so needed at this critical moment. Ron Evans and his colleagues have delivered, assembling an outstanding set of contributions to the field. The Handbook underscores John Dewey's now-haunting invocation that democracy must be renewed with each generation and an education worthy of its name is the handmaiden of democratic rebirth." William Gaudelli Dean and Professor Lehigh University

"This volume is so timely and relevant for democratic education. Instead of retreating to separate ideological corners, the authors in this handbook invite us to engage in deliberative discourse that requires civic reasoning and often requires us to meet in a place that serves us all." Gloria Ladson-Billings, Professor Emerita Department of Curriculum & Instruction University of Wisconsin President, National Academy of Education Fellow, AERA, AAAS, and Hagler Institute @ Texas A&M

"At the heart of our divisive political and social climate is the need to understand and provide clarity over polarizing concepts. Historically, confusion and resistance has hindered the nation's growth as a democratic nation. Typically, the most vulnerable in our society has suffered the most from our unwillingness to reconceptualize society. The Handbook on Teaching Social Issues, 2nd edition, is a good step in helping social studies educators, students, and laypersons realize a new society that focuses on equity. With over 30 chapters, Ronald Evans and his colleagues' centered inquiry, critical thinking, controversy, and action to challenge ideologies and connect social studies to student's lives and the real world. The first edition helped me as a young social studies teacher; I am excited to use the 2nd edition with my teacher education students!" LaGarrett King

Isabella Wade Lyda and Paul Lyda Professor of Education Founding Director, CARTER Center for K-12 Black history

education University of Missouri "Ronald Evans has curated a collection of informative contributions that will serve as an indispensable resource for social studies educators committed to engaging their students in the thoughtful examination of social issues. The Handbook on Teaching Social Issues, 2nd edition, articulates the historical, definitional, and conceptual foundations of social issues education. It offers clear presentations of general guidelines for unit planning, discussion methods, and assessment. It identifies specific teaching strategies, resources, and sample lessons for investigating a range of persistent and contemporary social issues on the elementary, middle, and secondary levels through the social studies disciplines. Updated with perspectives on education for social justice that have emerged since the first edition, this edition effectively situates social issues education in the contemporary sociopolitical milieu. The Handbook on Teaching Social Issues, is a timely, accessible, and practical guide to involving students in a vital facet of citizenship in a democracy." William G. Wraga, Professor Dean's Office Mary Frances Early College of Education University of Georgia "The Handbook on Teaching Social Issues, 2nd edition is a long-awaited, welcome, and timely volume. It is apparent that the foundational tenets of the first edition have served social studies professionals well over the past 25 years, given the growth of social issues scholarship showcased in this new edition. Notable is the re-framing and presentation here of scholarship through a social justice lens. I appreciate the offering of unique tools on an array of specific, critical topics that fill gaps in our pedagogical content knowledge. This volume will sit right alongside my dog-eared 1996 edition and fortify many methods courses, theses, and dissertations to come. Sincere thanks to the editor and authors for what I am certain will be an enduring, catalyzing contribution." Nancy C. Patterson Professor of Education Social Studies Content Area Coordinator Bowling Green State University "The Handbook on Teaching Social Issues is a tool that every informed social studies educator should have in their instructional repertoire. Helping students understand how to investigate and take action against problems is essential to developing a better world. The articles in this handbook provide explanations and reasonings behind issues-centered education as well as strategies to employ at every age level of learning. I look forward to using this edition with the K-12 social studies teachers in my district in order to better prepare our students for future learning and living." Kelli Hutt, Social Studies Curriculum Facilitator Dallas Center-Grimes CSD Grimes, Iowa "Ron Evans has chosen an appropriate time to create a companion publication to the first Handbook on Teaching Social Issues published in 1996. During the last few years, social studies teachers have been confronted by student inquiries on a plethora of historical and contemporary issues that implores for the implementation of an interdisciplinary approach to the teaching of anthropology, economics, geography, government, history, sociology, and psychology in order for students to make sense of the world around them and develop their own voices. This demands a student centered focus in the classroom where problematic questions must be addressed and investigated in depth in order to increase social understanding and active participation toward social progress. This volume provides crucial upgrades to the original handbook including a greater emphasis on teaching issues in the elementary grades, the inclusion of issues pertaining to human rights, genocide and sustainability to be addressed in the secondary grades, and addressing issues related to disabilities." Mark Previte, Associate Professor of Secondary Education University of Pittsburgh-Johnstown Chair, NCSS Issues Centered Education Community

Cultivating Critical Conversations in Art Education

These stories from art educators highlight how art and visual culture can bridge learning with lived experience. Written by and for art educators from all backgrounds and contexts, this volume offers guidance for expanding students' opportunities to critically examine current events, histories, and cultural assumptions in ways that are relevant and inclusive of all identities. Readers will learn how to use contemporary art and dialogue as tools to acknowledge and value the unique perspectives of each person. Authors from diverse settings offer topics, insights, resources, and research for centering voices and critical conversations in K–12, higher education, museums, and nontraditional classrooms. The book addresses such questions as: How can a teacher reflect on their own assumptions and biases before crafting lessons and discussion prompts? In what ways can contemporary art encourage dialogue in art learning spaces? What happens when current national issues intersect with the personal lives of students? How can teachers democratize the classroom so all students are represented? How can teachers demonstrate ways to critically examine information? Book Features: Offers insights from art educators in public, independent, museum, and community settings. Addresses the role of art teachers in responding to the current highly politicized educational climate. Critically examines concepts of practice, power, and vulnerability in teaching. Discusses issues of race, LGBTQ+ rights, family structures, current events, democratic values, and social change as they concern students. Provides

examples of dialogue in various art learning spaces and contexts. Contributors include JaeHan Bae, Kathy J. Brown, Lauren Cross, William Estrada, Pamela Harris Lawton, Amy Pfeiler-Wunder, Natasha S. Reid, Kryssi Staikidis, and Injeong Yoon-Ramirez.

Handbook of Research on Innovations in Non-Traditional Educational Practices

While many school districts and institutions of higher education still cling to the traditional agrarian school year with a factory model delivery of education and Carnegie units based on seat time when most people are no longer farmers, factory workers, or reliant on learning in a classroom, there are bursts of promising practices that buck the norm by questioning the educational value of these traditions. Though researchers have investigated the potential of students learning in their own homes via personalized instruction delivered by computers rather than attending traditional institutions, the status quo in education has remained stubbornly resistant to change. Mixed-reality simulations, year-round schooling, grouping students by competencies instead of age, and game-based teaching are just a few of the educational innovations that seek to maximize learning by recognizing that innovation is essential for successfully teaching students in the modern era. The *Handbook of Research on Innovations in Non-Traditional Educational Practices* is a comprehensive reference source that examines various educational innovations, how they have developed workarounds to navigate traditional systems, and their potential to radically transform teaching and learning. With each chapter highlighting a different educational innovation such as experiential learning, game-based learning, online learning, and inquiry-based learning and their applications in all levels of education, this book explores the issues and challenges these educational innovations face as well as their impact. It is intended for academicians, professionals, administrators, and researchers in education and specifically benefits academic deans, vice presidents of academic affairs, graduate students, faculty technology leaders, directors of teaching and learning centers, curriculum and instructional designers, policymakers, principals and superintendents, and teachers interested in educational change.

Politics, Education, and Social Problems

This book offers an innovative perspective on the intersection of politics, education, and social problems. It considers how we can create social change by talking about politics and social problems in more open, direct, and inclusive ways in educational spaces. Drawing on data from a range of settings, this book closely examines how and when complicated conversations take place in classrooms, schools, and communities. The book tackles a series of hot-button, timely issues, including race, religion, politics, and gender, and turns a critical eye to schools and the communities in which they are situated; the conversations adults have—and pointedly ignore—with one another; and, perhaps most critically, the politics that shape our society.

Hard Questions

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.

Teaching Controversial Issues

What if we viewed every read aloud as an invitation to learn more about literacy and ourselves? When we layer together the two ideas that the books we share not only serve an academic purpose, but they also convey big, affective messages, our classroom conversations become richer and student learning becomes more meaningful. *Layers of Learning* explores read-aloud strategies designed to enhance your reading and writing standards by capitalizing on the way literature can impact caring communities.

With over 200 picture-book suggestions, author JoEllen McCarthy introduces the Heartprint Framework, which demonstrates how you can layer literacy and life lessons throughout your day using multiple connections across learning. Inside, you'll find the following: 60 read-aloud-based connections that support caring classroom conversations, lesson planning, and extensions Instructional opportunities for nurturing readers and writers during workshop, small-group, and individual conversations Literacy Snapshot photo essays with ideas to adopt or adapt Continuing connections with additional resources and invitations for further learning Layers of Learning is structured around four key elements: Community, Agency, Respect, and Empowerment, or CARE. Inside you'll discover the tools you need to emphasize reading and writing connections, character education, and culturally responsive teaching, while championing the power of read alouds to affect independent readers, writers, and thinkers.

Layers of Learning

Because spiritual life and religious participation are widespread human and cultural phenomena, these experiences unsurprisingly find their way into English language arts curriculum, learning, teaching, and teacher education work. Yet many public school literacy teachers and secondary teacher educators feel unsure how to engage religious and spiritual topics and responses in their classrooms. This volume responds to this challenge with an in-depth exploration of diverse experiences and perspectives on Christianity within American education. Authors not only examine how Christianity – the historically dominant religion in American society – shapes languaging and literacies in schooling and other educational spaces, but they also imagine how these relations might be reconfigured. From curricula to classroom practice, from narratives of teacher education to youth coming-to-faith, chapters vivify how spiritual lives, beliefs, practices, communities, and religious traditions interact with linguistic and literate practices and pedagogies. In relating legacies of Christian languaging and literacies to urgent issues including White supremacy, sexism and homophobia, and the politics of exclusion, the volume enacts and invites inclusive relational configurations within and across the myriad American Christian sub-cultures coming to bear on English language arts curriculum, teaching, and learning. This courageous collection contributes to an emerging scholarly literature at the intersection of language and literacy teaching and learning, religious literacy, curriculum studies, teacher education, and youth studies. It will speak to teacher educators, scholars, secondary school teachers, and graduate and postgraduate students, among others.

Legacies of Christian Languaging and Literacies in American Education

Pool your collective wisdom in support of your English learners! English Learners (ELs) and multilingual learners (MLs) have double the work of their English-speaking peers as they are required to master language and content simultaneously. To support this dynamic academic and language development process, all teachers need to have an understanding of language acquisition and EL/ML-specific methodologies along with offering social-emotional support to ELs/MLs and work in tandem with each other. Bestselling authors Andrea Honigsfeld and Maria G. Dove have returned with this new resource that complements and expands on their previous titles on co-teaching and collaboration by addressing collaborative planning in greater depth. Co-planning is positioned as the first step toward integrative language and content instruction as regular and purposeful collaboration ensures that ELs/MLs have access to core content. Key features include:

- Practical, step-by-step guidance to starting and sustaining collaborative planning for integrated language, literacy, and social-emotional development
- An array of checklists, templates, and protocols for immediate implementation
- Snapshots from the Field provide real-life examples of co-planning in action
- Beautiful full-color design with original sketch notes to bring concepts to life
- QR codes that link to author interviews elaborating on key ideas

This substantial guide will assist novice and seasoned educators alike in their move away from isolated practices and help them engage in collaborative planning and professional dialogue about asset-based, best practices for ELs/MLs.

Co-Planning

This textbook provides a wide-ranging overview of everything you will need to know to prepare you for initial teacher training and your early career in the primary classroom. Covering practical issues including planning, assessment and classroom organisation, and thought-provoking topics such as reflecting on your own teaching practice and developing critical thinking skills, this textbook gives you a pragmatic and insightful understanding of teaching in primary schools. This third edition has been comprehensively revised to include new chapters on: Personal, social, health and economic education

(PSHE) Safeguarding and your responsibilities Teaching EAL learners Behaviour management and encouraging behaviour for learning Inclusion and special educational needs, including the 2015 SEND Code of Practice Critical perspectives on fundamental British values Moving on to Master's level study This is essential reading for all students on primary initial teacher education courses including university-based (PGCE, BEd, BA with QTS), and schools-based (School Direct, SCITT, Teach First) routes into teaching.

Professional Studies in Primary Education

The issue of methodology is a fundamental concern for all who engage in educational research. Presenting a series of methodological dialogues between eminent education researchers including Michael Apple, Gert Biesta, Penny Enslin, John Hattie, Nel Noddings, Michael Peters, Richard Pring and Paul Smeyers, this book explores the ways in which they have chosen and developed research methods to style their investigations and frame their arguments. These dialogues address the specialized and technical aspects of conducting educational research, conceptualize the relationship between methodology and theory, and provide in-depth discussion of concerns including falsifiability, openness, interpretation and researcher judgement. Foregrounding the researchers' first-hand experience and knowledge, this book will provide future and current researchers with a deeper comprehension of the place of theory in education research. An illuminating resource for undergraduate and postgraduate researchers alike, *Theory and Philosophy in Education Research* confronts the intricate complexities of conducting education research in a highly engaging and accessible way.

Theory and Philosophy in Education Research

Defending pacifism against the charge that it is naïvely utopian, *Transformative Pacifism* offers a critical theory of the existing world order, and points in the direction of concrete ethical and political action. Pacifism is a transformative philosophy with wide ranging implications. It aims to transform political, social, and psychological structures. Its focus is deep and wide. It is similar to other transformative social theories: feminism, ecology, animal welfare, cosmopolitanism, human rights theory. Indeed, behind those theories is often the pacifist idea that violence, power, and domination are wrong. Pacifist theory raises consciousness about unjustifiable violence. This in turn leads to transformations in practical life. Many other books defend nonviolence and pacifism by focusing on failed justifications of war, as well as on the strategic value of nonviolence. This book begins by reviewing and accepting those sort of arguments. It then focuses on what a commitment to pacifism and nonviolence means in terms of a variety of practical issues. Pacifists reject the violent presuppositions of a society based upon power, strength, nationalism, and the system of militarized nation-states. Pacifism transforms psychological, social, political, and economic life. This book will be of interest to those who are disenchanted with ongoing violence, violent rhetoric, terrorism, wars, and the war industry. It gives anyone with pacifist sympathies reassurance: pacifists are not wrong to think that violence and war are immoral, irrational, and insane and that there is always an alternative.

Transformative Pacifism

In the past couple of years, much has been said and written in the media about the notion of "cancel culture" and the way in which various celebrities, journalists, politicians, ideas, and monuments have been cancelled. Yet, the conversations taking place on this issue have been largely uninformed, lacking intellectual rigor, and devoid of the historical and cultural context that could help make the contested debates more enlightening. Mordechai Gordon investigates the phenomenon of cancelling historically as well as how it became an issue recently. The book presents some compelling philosophical arguments against the practice of cancelling and highlights various educational dangers and risks that emerge from this practice and deserve our attention.

Education in a Cultural War Era

This book examines semiotics, meaning-making and the co-construction of relations in transmodal communications. Through the lens of transpositioning – the multiple and interwoven layers of emplacements and positionings that are entailed in communications which cross and transcend the boundaries that have historically shaped our thinking about the world and its inhabitants – the chapters interrogate digital languaging and literacies, and how transmodal communications shape identities, belongings and relationships, with particular attention paid to issues of equity and social justice. The chapter authors consider both transmodalities and critical cosmopolitanism as they analyze empirical data from

youth, adults and researchers participating in a project that digitally connects youth to share their lives across diverse and under-resourced global communities. In offering this multi-perspectival, multi-voiced volume, the authors portray and address methodological issues in researching transglobal transmodal communications.

Transmodal Communications

During the past several decades, there has been a blitz of information, sometimes referred to as the knowledge explosion, and students have struggled in their attempts to distinguish true, fake, and terribly biased information, especially regarding political issues. This book highlights the value of critical thinking as a way to navigate this difficult and frustrating terrain, so that students grow and develop as knowledgeable, independent thinkers. To promote this growth, the book offers thoughtful, evidence-based advice for teachers to support students' deep thinking as it relates to real-world contexts. Strategies presented include student reflection based on experience, moving from narrow to broader perspectives, and using graphic organizers to build and activate knowledge before, during, and after instructional activities. With the instructional guidance and activities presented in this short, easy-to-apply volume, teachers can give students the tools they need to negotiate the often-murky waters of political communication.

Teaching Critical Thinking in the Context of Political Rhetoric

This book demonstrates how teachers can help their students understand their social studies texts, leading them to become successful readers, critical thinkers, and active citizens.

Building Literacy in Social Studies

This companion presents the newest research in this important area, showcasing the huge diversity in children's relationships with digital media around the globe, and exploring the benefits, challenges, history, and emerging developments in the field. Children are finding novel ways to express their passions and priorities through innovative uses of digital communication tools. This collection investigates and critiques the dynamism of children's lives online with contributions fielding both global and hyper-local issues, and bridging the wide spectrum of connected media created for and by children. From education to children's rights to cyberbullying and youth in challenging circumstances, the interdisciplinary approach ensures a careful, nuanced, multi-dimensional exploration of children's relationships with digital media. Featuring a highly international range of case studies, perspectives, and socio-cultural contexts, *The Routledge Companion to Digital Media and Children* is the perfect reference tool for students and researchers of media and communication, family and technology studies, psychology, education, anthropology, and sociology, as well as interested teachers, policy makers, and parents.

The Routledge Companion to Digital Media and Children

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.

Teaching controversial issues through education for democratic citizenship and human rights

This book examines both history textbook controversies AND teaching historical controversy in Asian contexts. The different perspectives provided by the book's authors offer numerous insights, examples, and approaches for understanding historical controversy to provide a practical gold mine for scholars and practitioners. The book provides case studies of history textbook controversies ranging from treatments of the Nanjing Massacre to a comparative treatment of Japanese occupation in Vietnamese and Singaporean textbooks to the differences in history textbooks published by secular and Hindu nationalist governments in India. It also offers a range of approaches for teaching historical controversy in classrooms. These include Structured Academic Controversy, the use of Japanese manga, teaching controversy through case studies, student facilitated discussion processes, and discipline-based approaches that can be used in history classrooms. The book's chapters will help educational researchers

and curricularists consider new approaches for curriculum design, curriculum study, and classroom research.

Controversial History Education in Asian Contexts

Critical Lessons concentrates on the critical, reflective thinking that should be taught in high schools. Taking seriously the Socratic advice, 'know thyself', it focuses on topics that will help students to understand the forces - good and bad - that work to socialize them. This book argues why critical thinking is necessary in schools because it requires the discussion of critical issues: how we learn, the psychology of war, what it means to make a home, advertising and propaganda, choosing an occupation, gender, and religion.

Critical Lessons

"Educational philosopher Nel Noddings draws on John Dewey's foundational work to reimagine education's aims and curriculum for the 21st century. Noddings looks at education as a multi-aim enterprise in which schools must address needs in all three domains of life: home and family, occupational, and civic. She raises critical questions about the current enthusiasm for standardization, the search for 'one-best-way' solutions, and the practice of maintaining a sharp separation between the disciplines. Comprehensive in its scope, chapters examine the liberal arts curriculum, vocational education, restructuring secondary school, extracurricular activities, national and global citizenship, critical thinking, and moral education."--Back cover.

Education and Democracy in the 21st Century