

Title: Facilitating Controversial Conversations in K-12 Classrooms

About this Micro-credential	<p><u>Key Outcomes for Participants:</u></p> <p>Successful completion of this micro-credential means that educators have provided evidence that they will:</p> <ul style="list-style-type: none">establish a set of guidelines that determine open, settled, and off-limits topics;create classroom norms for discussion of controversial topics and events;gain foundational knowledge about controversial topics and events prior to facilitating controversial conversations;utilize resources that present multiple topical perspectives, opposing topical viewpoints, and strategies for facilitating controversial classroom discussions;engage students in civics through: conducting research using several resources, discussing the facts linked to the controversy, determining points of view, supporting a point of view with evidence gathered from research, listening to opposing points of view and engaging in a debate, and proposing solutions;develop a classroom environment fostering civic engagement through student agency (empowerment & action), student voice, and skills.
Supporting Research	<p><u>If It's Controversial, Why Teach It?</u> <u>The Controversy Over Controversial Issues</u> <u>Why We Need Controversy In Our Classrooms</u> <u>The Paradox of Partisanship</u></p>
Resources	<p><u>Instructional Strategies for Teaching Controversial Topics</u> <u>Facilitating Challenging Conversations in the Classroom</u> <u>Open, Settled, and Avoided Questions</u> <u>Structured Academic Controversy: What Should We Do?</u> <u>Handbook for Facilitating Difficult Conversations in the Classroom</u> <u>Sample Norms for Classroom Discussions</u> <u>Current Events in Your Classroom: Teaching Ideas, Activities, and Strategies for Middle and High School Students</u></p>

Developed in collaboration with Discovering Justice, Ann Gogol and Jan Shafer

Evaluation Criteria	From Submission Guidelines	Met Criteria
	<p>Part 1:</p> <ol style="list-style-type: none"><li data-bbox="318 432 768 506">1. A plan that demonstrates evidence of your learning in action<li data-bbox="318 548 748 730">2. A narrative to "make the case" about how the evidence you provided supports your demonstration of the targeted outcome	<ol style="list-style-type: none"><li data-bbox="799 394 1463 468">1. Plan and narrative for laying the groundwork for productive controversial discussions are included.<li data-bbox="799 527 1474 646">2. Plan includes and narrative supports, the criteria for selection of topics, plan for establishing classroom norms for discussion of controversial

Developed in collaboration with Discovering Justice, Ann Gogol and Jan Shafer

discussing complex and