

EDUCATION FOR DEMOCRATIC CITIZENSHIP: THEORY AND TEACHING PRACTICE
Session 6 (c): *Exploring the controversial aspects of social issues and their
management in the classroom*

Reading List
European Wergeland Centre

Compulsory reading list:

Kerr, D., & Huddleston, T. (2015). Living with Controversy: Teaching Controversial Issues Through Education for Democratic Citizenship and Human Rights (EDC/HRE). Training Pack for Teachers. Strasbourg. Available from <https://rm.coe.int/16806948b6>

List for further reading (in alphabetical order):

Davids, N., & Waghid, Y. (2020). On the Controversy of Democratic Citizenship and Its Implications for University Education. In N. Davids & Y. Waghid (Eds.), *University Education, Controversy and Democratic Citizenship* (pp. 167-177). Cham: Springer International Publishing. https://doi.org/10.1007/978-3-030-56985-3_10

Gollob, R. (2020). *Experts for Learning in Practice. A Manual for Mentors of Teacher Students*. Zürich and Oslo: The European Wergeland Centre (EWC), PH Zürich - Department IPE. Available from <https://theewc.org/resources/experts-for-learning-in-practice-a-manual-for-mentors-of-teacher-students/>

Ho, L.-C., McAvoy, P., Hess, D., & Gibbs, B. (2017). Teaching and Learning about Controversial Issues and Topics in the Social Studies. In *The Wiley Handbook of Social Studies Research* (pp. 319-335). John Wiley & Sons, Ltd. <https://doi.org/10.1002/9781118768747.ch14>

Jackson, R. (2014). *Signposts: Policy and Practice for Teaching about Religions and Non-religious Worldviews in Intercultural Education*. Strasbourg: Council of Europe. Available from <https://theewc.org/resources/signposts/>

Karin K. Flensner & Marie Von der Lippe (2019). Being safe from what and safe for whom? A critical discussion of the conceptual metaphor of 'safe space', *Intercultural Education*, 30:3, 275-288, DOI: [10.1080/14675986.2019.1540102](https://doi.org/10.1080/14675986.2019.1540102)

Kerr, D., & Huddleston, T. (2017). *Managing Controversy: Developing a Strategy for Handling Controversy and Teaching Controversial Issues in Schools. A Self-Reflection Tool for School Leaders and Senior Managers*. Strasbourg: Council of Europe. Available from <https://theewc.org/resources/managing-controversy/>

Noddings, N., & Brooks, L. (2016). *Teaching Controversial Issues: The Case for Critical Thinking and Moral Commitment in the Classroom*. New York: Teachers College Press.

Warren, L. (2000). *Managing Hot Moments in the Classroom*. Available here. <https://www.elon.edu/u/academics/catl/wp->

content/uploads/sites/126/2017/04/Managing-Hot-Moments-in-the-Classroom-Harvard_University.pdf

<https://taylorinstitute.ucalgary.ca/resources/teaching-controversial-issues> - University of Calgary website offers a list of practical resources on working with controversial issues in the classroom with different age groups

<https://www.facinghistory.org/> - website of the "Facing History and Ourselves" organization. The site contains textual and video resources on how to work with controversial issues in history

Online course "Controversy in the Classroom" <https://www.coe.int/en/web/learning-resources/self-learning-courses>