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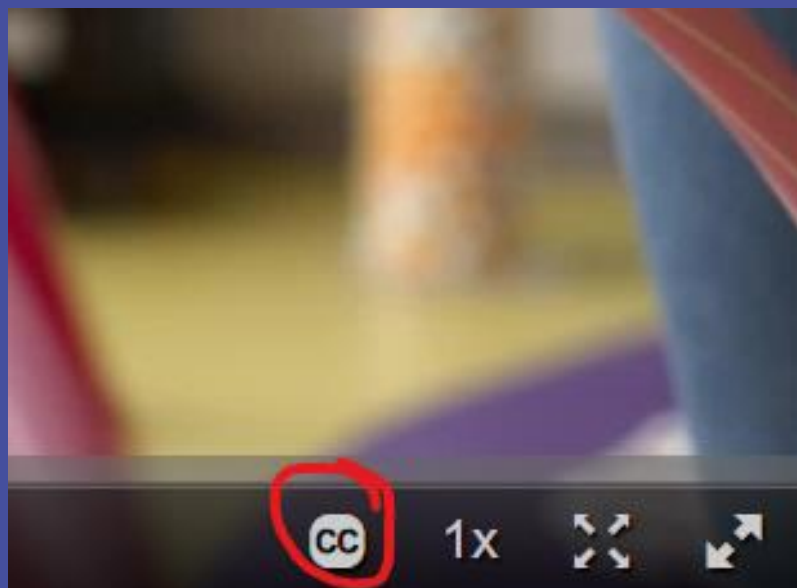
ASSOCIATE PROFESSOR
IN RELIGION,
PHILOSOPHY AND
CITIZENSHIP EDUCATION



A playful and
philosophical
approach to deal with
controversial issues
and contested
narratives in a
diverse classroom

Video about Playful Learning and PlayLab

https://video.kp.dk/media/Playlab/0_afnqrqif



You can add subtitles in English by clicking on the cc at the bottom of the picture.



ConCitizen

*Contested Narratives and Controversial Issues in
Citizenship Education and Religious Studies*

Agenda:

Short intro to the project

Examples of CI and CN

Pedagogical strategies:

Deliberation/dialogue

Multiperspectivity

Teacher stances

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APRIL 2024

Project ConCitizen: Key question

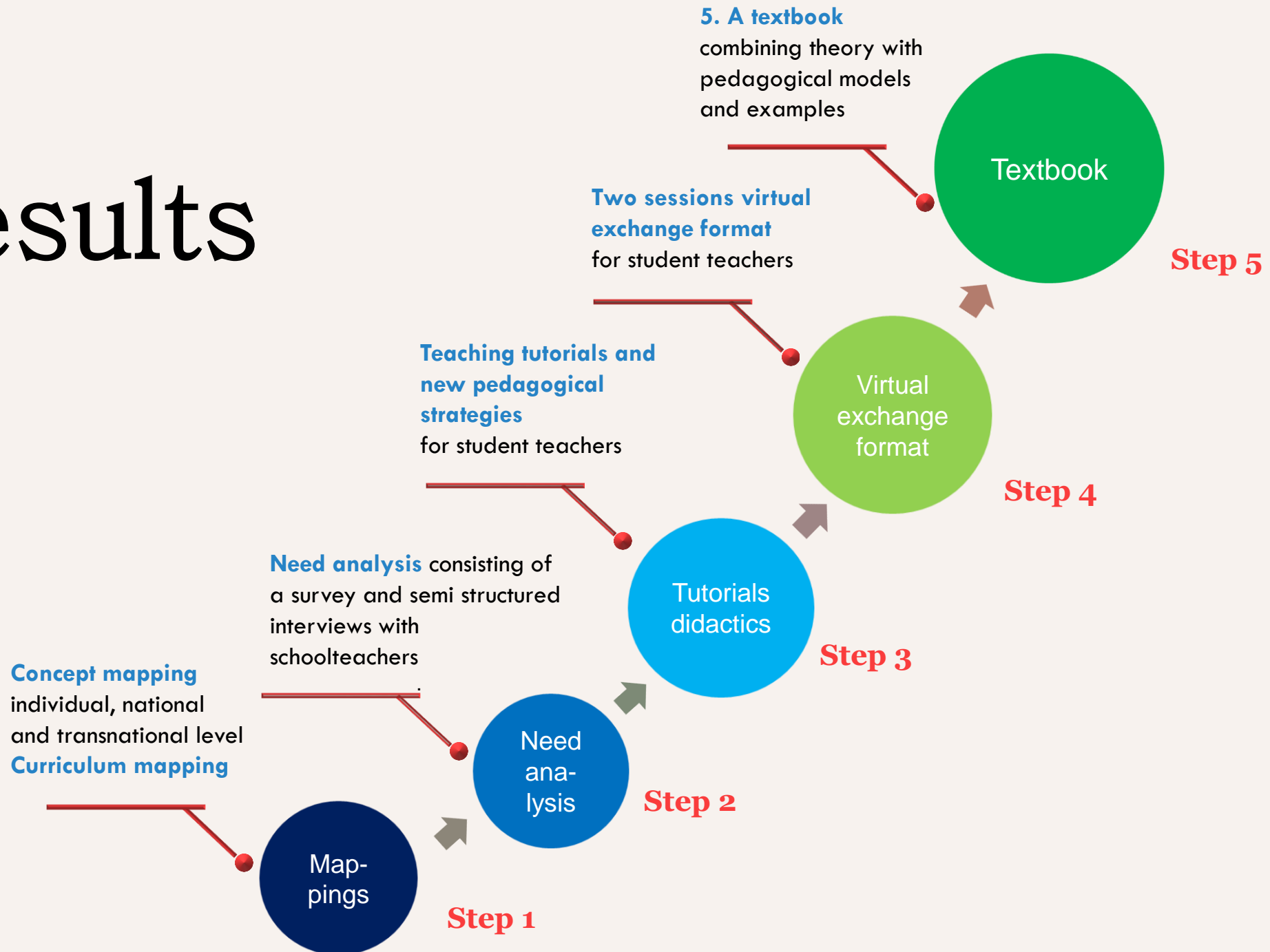


How do we teach controversial issues particularly related to contested narratives in post-conflict and diverse societies?

Target group:

- lecturers at teacher education
 - student teachers in history, social science and religious education
 - secondary, school pupils.
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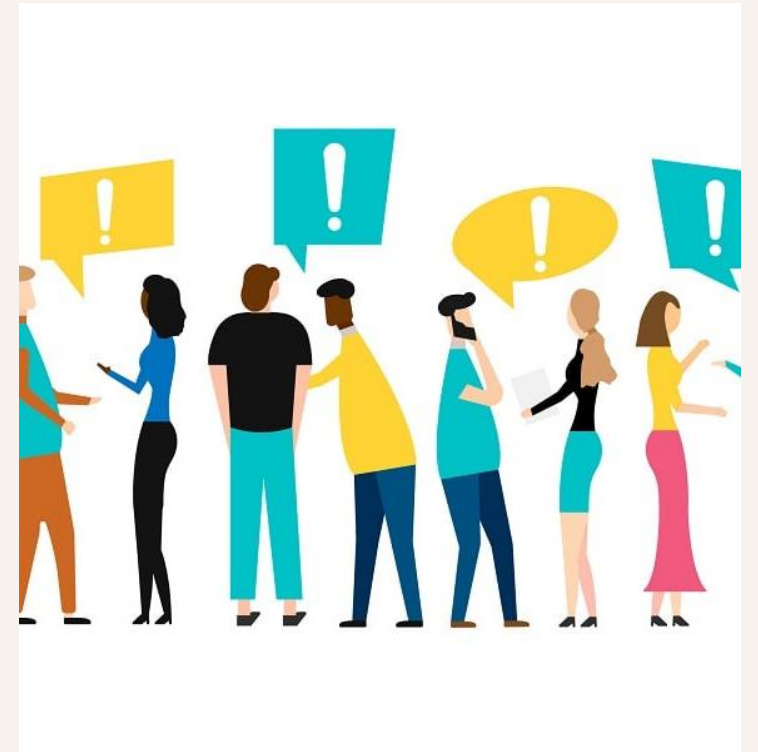
Results



Definitions

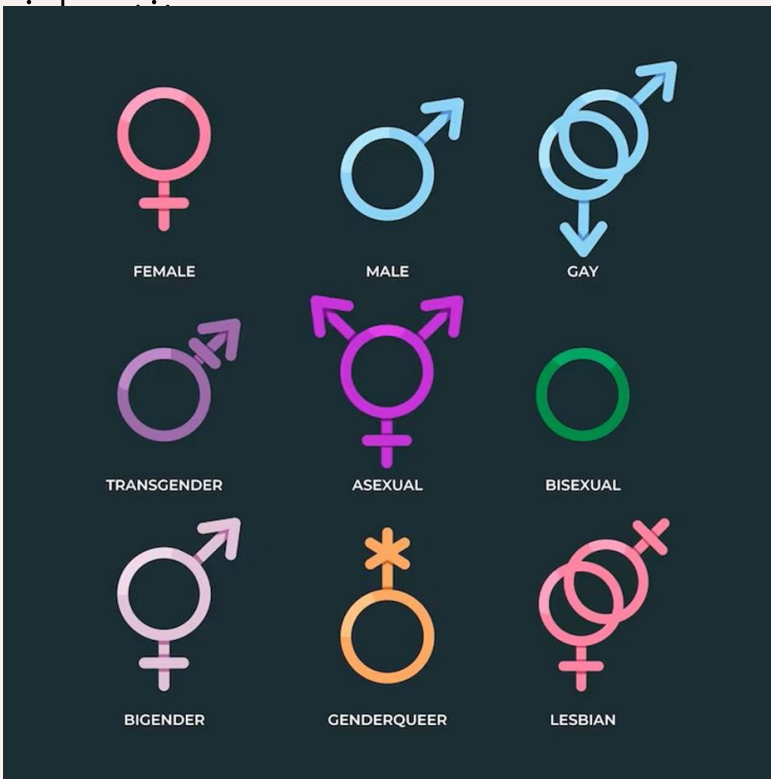
Contested Narratives - Different collective interpretations of events, figures or texts that create conflicting perceptions and feelings about the past, present and future

Controversial issues - Issues of public importance that generate conflicting views and evoke strong emotions that may result in (outward) reactions or avoidance



Student examples of CI and CN

Denmark and Norway: Gender



Denmark: Freedom of speech/expression - freedom of spirit (åndsfrihed)



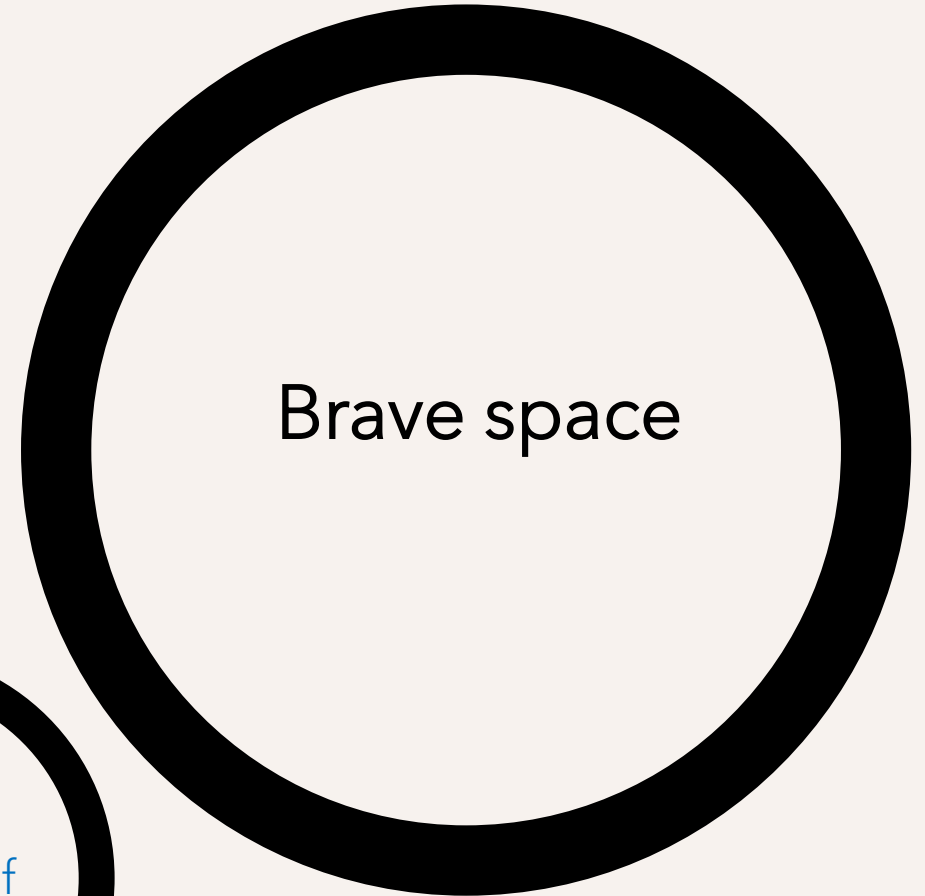
Northern Ireland: Peace walls



Examples of CI and CN from ETEN participants context

Insert a picture in this [Padlet](#) that can illustrate what in your context can be controversial and/or what contested narratives you now and then must deal with.


















The bridgebuilders

CENTRE FOR DIALOGUE COFFEE

<https://brobyggerne.dk/en/home/>



Dialogue coffee's 10 commandment

-  Distance yourself from the attitude, not the person
-  Disagree without being unloving
-  Ask and listen rather than do motive research
-  Use the words as a key, not as a hammer
-  Be critical without being categorical
-  Be the giraffe and not the wolf 
-  Think rationally and control your emotions
-  Keep the tone and remember the mirror effect
-  Tolerate disagreement and differences
-  Use humor



Dealing with CI
and CN through a
playful approach
to teaching

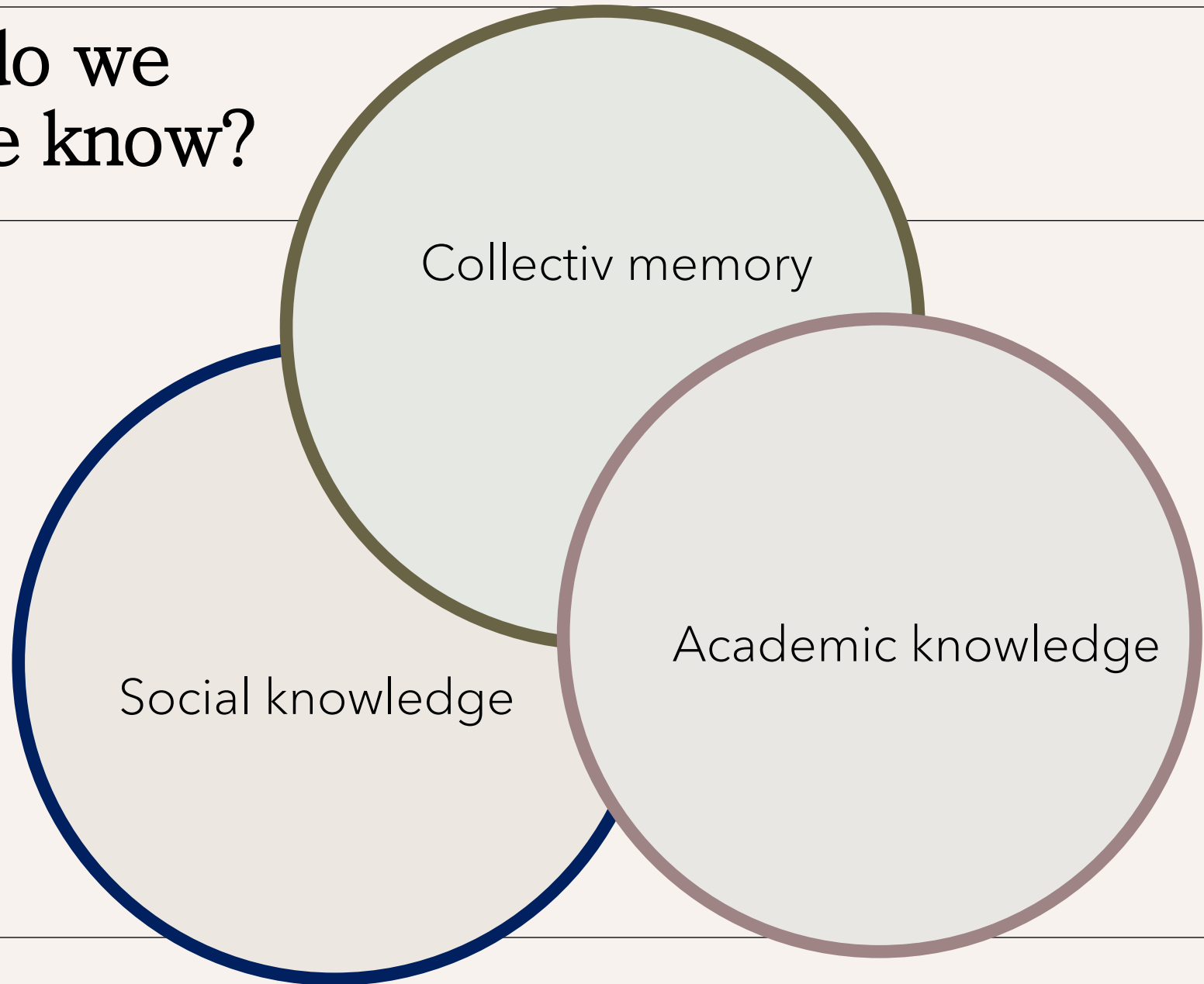
Multi Perspectivity versus a “us and them” perspective

Different interpretations of contestations:

- Some narratives are contested because there are conflicting or opposing narratives about the same event/symbol
- The narratives are contested because they are questioned
- Some narratives are transnational – others are related to the specific national or local context



From where do we
know what we know?



Dealing with contested and conflicting narratives

The students in a class have different experiences, opinions and beliefs and are familiar with different discourses.

How can a teacher create a class community across differences and conflicting narratives?

- 1) Harmonize the conflicting narratives?
 - 2) Present one narrative as the truth and the other as wrong or false?
 - 3) Present conflicting narratives as representations of different discourses (different world views and perspectives)?
 - 4)??
-



Kello's (2016) Five "Teaching Positions"

"Hiding or avoiding"

when issues should not be treated as controversial or when controversial issues are not addressed.

"Just doing the job"

when issues are only taught when perceived as necessary and without consideration for different perspectives.

"Finding common ground or smoothing edges"

when issues are addressed through multiple perspectives with the aim of creating agreement/compromise.

"Enhancing heterogeneity"

when issues are actively explored through the perspectives present in the classroom.

"Leaving the truth open"

when issues are actively explored through multiple perspectives that go beyond what is present in the classroom.

Teacher stances

Avoidance – “playing safe”

The neutral chair – is neutrality ever possible?

The devil’s advocate – “... but consider this ...”

The source of knowledge – “I know more than you”

The participant leader/learner – learning from each other

The open enquirer – “no right answers”

Which of these positions will you prefer ?

The Classroom as a community of disagreement?

Diversity and disagreements as normal

- The not consensus seeking classroom - includes multiperspectivity and disagreement.
 - (When) will you allow contested narratives on a topic in your classroom?
 - Are there topics and issues in your teaching that are not up for debate?
 - Do you think teaching contested narratives can promote the students' critical thinking? And if so, how?
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Links to e-twinning site and website with tutorials and podcasts from ConCitizen:

Links

Project ConCitizen Website <https://www.kp.dk/en/concitizen/> Introduction and teaching resources.

Project ConCitizen on eTwinning Access to teaching resources on Twinspace Pages.

Tutorials:

- Halldis Breidlid, OsloMet on Contested Narratives: <https://www.youtube.com/watch?v=GFI7N8GEpSE>
- Lakshmi Sigurdsson, University College Copenhagen KP on Controversial Issues: <https://www.youtube.com/watch?v=3Txcp9vmiCU>
- Lesley Emmerson, Queen's University Belfast on The Benefits and Rationale for Teaching Contested Narratives and Controversial Issues: https://www.youtube.com/watch?v=ZxkSIAR_1U0

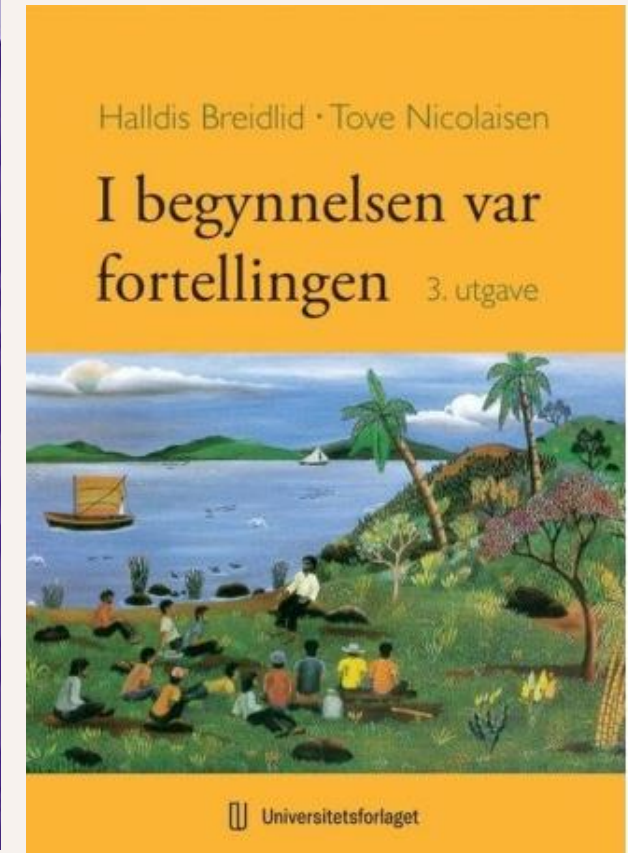
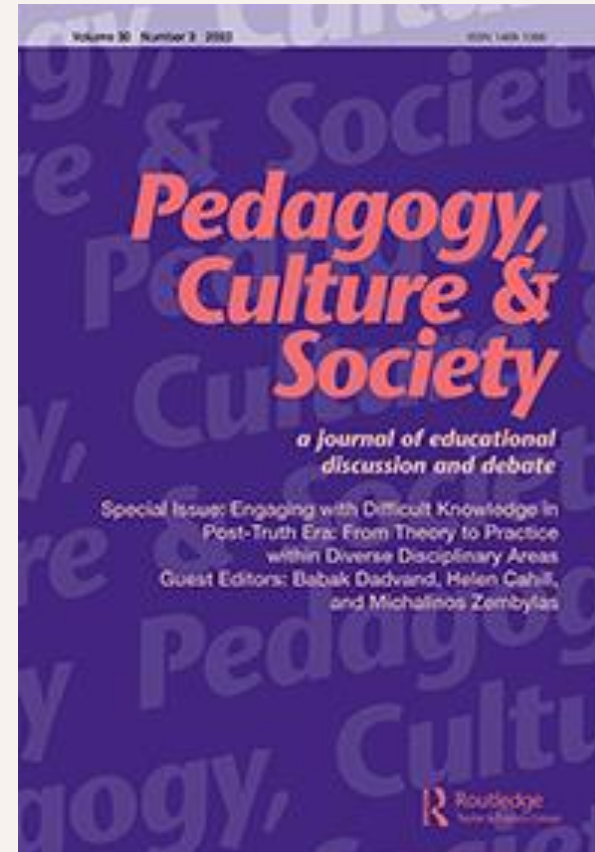
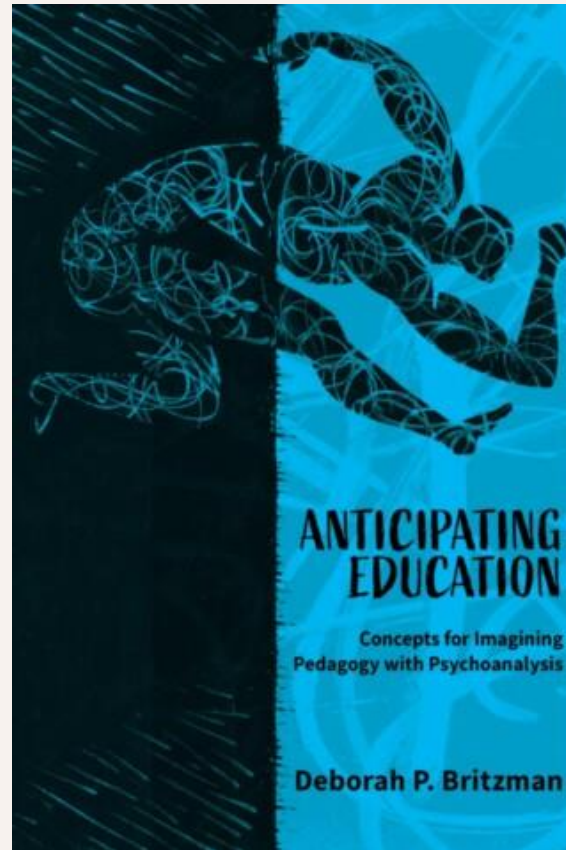
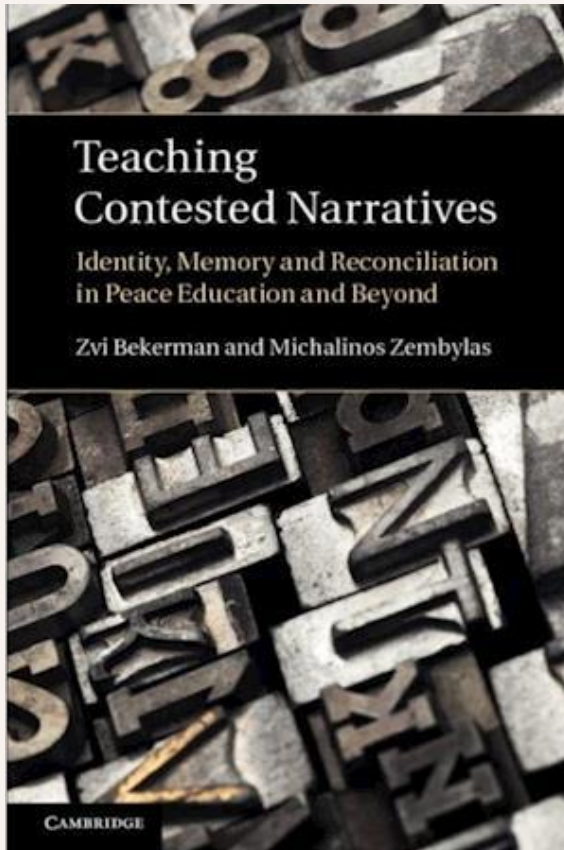
Podcast:

- In this podcast, hosted by Professor Tony Gallagher of Queen's University Belfast, educational experts from the ConCitizen project discuss dealing with controversial issues in their respective societies.
- Spotify: <https://open.spotify.com/show/5u7MHsuyiZm72j1KTRKtiG?si=30a88868d2394d17> Apple podcasts: <https://podcasts.apple.com/us/podcast/queens-university-belfast-how-teachers-from-different/id1677311132>

Article

Kathrin Kello (PDF) [Sensitive and Controversial Issues in the Classroom: Teaching History in a Divided Society \(researchgate.net\)](#)

Other references



Other references

