

National Academy of Education *Civic Reasoning and Discourse*
Draft Recommendations for Practice, Policy, and Research

Chapter	Recommendations		
	Practice	Policy	Research
Defining and Implementing Civic Reasoning and Discourse: Philosophical and Moral Foundations for Research and Practice	<ul style="list-style-type: none"> Collaborative problem solving using an inquiry approach: Civic reasoning often arises when we find ourselves facing problems. Inquiry brings citizens together to make sense of and solve problems together. Inquiry is invoked to investigate the world, hypothesize ways to solve our problems, and experiment with solutions. The best forms of citizenship education model and practice this sort of critical, problem-based learning. They move beyond just civics content knowledge to teach both <i>with</i> and <i>for</i> inquiry. Developing informed trust of institutions and authority: Knowledge creation occurs socially and is often carried out by institutions. Having knowledge typically requires that we trust other people and institutions, especially those with expertise. It is not rational, however, to automatically trust others; rather, citizens must learn how to decide which people and institutions are worthy of trust. Critical media literacy: Given the pervasive use of technology and media to circulate civic knowledge and engage in civic discourse, critical media literacy is an essential skill for navigating such spaces well. Critical media literacy can help students identify fake news, biased interpretations, or otherwise faulty information. Moreover, it can help students detect and analyze power and ideology at play in the media, including identifying how they manipulate emotions and cognitive biases. 	<ul style="list-style-type: none"> State standards should be revised so that their lists of specific topics and areas of knowledge are much more coherent, more manageable, and more focused on truly important matters. Today's standards are often the result of accumulating mandates from state legislatures and other stakeholders. The resulting documents are long and miscellaneous and fail to communicate cogent reasons for teaching the mandated topics. Although each state's standards should be unique, the process for writing standards should always be an interdisciplinary deliberation about what is most important to teach in the entire k-12 social studies curriculum, and why. <i>The College, Career, and Citizenship (C3) Framework</i> (NCSS 2013) and the <i>Education for American Democracy Roadmap</i> (forthcoming) provide useful guidance. The <i>C3 Framework</i> is organized along an inquiry arc of four dimensions: Developing Questions and Planning Inquiries; Applying Disciplinary Tools and Concepts; Evaluating Sources and Using Evidence; and Communicating Conclusions and Taking Informed Action. The <i>C3 Framework</i> is relatively agnostic about content, leaving choices about which topics to teach to the states or districts. The <i>Roadmap</i>, on the other hand, explicitly lists themes, questions, and "design challenges" for grade bands from k-12, as guidance for the writers of state standards and curricula. It was written by an ideologically diverse group of historians, political scientists, and educators 	

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	<ul style="list-style-type: none">• Empathy building: Working to see the world from another person's perspective can help us better relate to other citizens. Through empathizing, we come to recognize the personal stake and emotional ties others may have to an issue. This can then dispose us to make more informed decisions that better attend to the well-being of others. Empathy requires us to listen and learn from others, to imagine the emotions and experiences of others, and to be open to changing ourselves as a result.• Civility as responsiveness: Too often, civility is understood merely as being polite in civic discussions. But civility should be understood in a much richer way as responsiveness. As a form of engagement with others, civility concerns our disposition toward open and ongoing cooperation in a just dialogue with others. It affirms the dignity and humanity of others, even as we may disagree with or challenge them.• Skills of and disposition to dissent: Healthy democracy relies upon quality dissent, where citizens critique the status quo, raise awareness of problems, and put forward alternatives. This sort of disagreement can be a source of better civic reasoning for it brings forward minority views, reveals faulty beliefs, and overcomes some of the problems group think or inertia. Citizens need to learn how to take seriously and respond to the dissent of others so that their civic reasoning is better informed.• Openness to compromise: To move forward out of moments of impasse, citizens must be open to compromise, where they may strike a deal between their own desire or belief and someone else's.	<p>and funded by NEH and the US Dept. of Education.</p> <ul style="list-style-type: none">• State social studies standards and other policy documents should prioritize the explicit discussion of current and controversial issues. Many state standards mention civil discourse and current events, but usually in passing, as part of long documents that require numerous specific topics to be "covered." Discussions of controversial current events receive little time and attention compared to historical issues, non-controversial current events, and instruction on factual matters, especially the design of the United States government. The balance must change in favor of more discussion and deliberation.• Professional development for future and current social studies teachers should include explicit and extensive education on how to prepare for, moderate, assess, and debrief discussions of contentious issues in a wide range of classrooms and communities. Part of this professional development should be an intensive and nuanced discussion of what constitutes good speech and good reasoning.• Educational leaders at all levels should provide guidance about how to handle controversial issues in the classroom. At the same time, school administrators and political leaders should protect teachers from retribution when particular discussions attract criticism from parents and others.• Schools should generally promote more and better speech as a response to speech that is offensive, harmful, or antidemocratic. Attempting to ban speech on the basis of its content is generally unwise even when restrictions are constitutional in a school context.	
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	<p>Sometimes, this entails giving up parts of one's own stance in order to reach an agreement with those whose stance is considerably different. Other times, this entails crafting new shared perspectives between disagreeing parties.</p> <ul style="list-style-type: none"> Content knowledge: While inquiry may be the primary process for solving shared problems, it often relies upon content knowledge, including political and historical knowledge. Citizens need to know about politics and democratic practices and procedures. Knowing what has been tried in the past can help us make wiser decisions for the future. Skills of historical interpretation can help us use identify legitimate sources and use evidence to reach justified conclusions. 	<ul style="list-style-type: none"> States should provide stronger protections for students' free expression than those guaranteed by the Supreme Court's 1988 <i>Hazelwood School District v. Kuhlmeier</i> decision. In particular, state laws should allow student journalists to publish without prior censorship. In public documents about civic education, the word "citizen" should primarily mean a responsible, active, and critical member of any community. Education for citizenship should mean developing the skills, knowledge, and values that help people be good participants in communities at all scales. It is important to reclaim these aspirational and democratic definitions of these words, which have deep roots in American history. (Consider the Citizenship Schools of the Civil Rights Movement.) Students should also learn about meanings of "citizen" that imply legal rights in a specific country, but the aspirational definition should be a more central theme in civic education. 	
<p>From the Diffusion of Knowledge to the Cultivation of Agency: A Short History of Civic Education Policy and Practice in the U.S.</p>	<ul style="list-style-type: none"> The Curriculum of Civic Education Must Confront History <p>In order to re-imagine and reconstitute the "we" of civic discourse and reasoning, the curriculum of civic education must confront history. In the past, civic education has often functioned as a program of forced assimilation and violence against native, Black, and Latinx communities. State-sponsored education for Native Americans was a component of settler colonialism aimed at the eradication of native peoples and cultures to secure the material gain of their land and resources. Schools were part of this strategy, and later, the curriculum was part of this effort—American Indians are covered in colonial era, then removed from story as if they ceased</p>	<ul style="list-style-type: none"> The Country Must Recommit to the Civic Purpose of Public Education <p>A civic education renaissance will require more robust popular support for the civic function of public education, an ideal that has been lost in the current emphasis on high-stakes testing and college and career readiness. Following decades of neglect for the civic purposes of education, it is now apparent that a majority of Americans do not understand such foundational concepts as checks and balances and the salience of an independent judiciary. Scholars and educators need to persuade Americans that citizenship education is essential to bolstering democracy in the twenty-first century. An educated public, in turn, can support state laws mandating vigorous</p>	

<p>to exist—or vanished—from the land. In a similar vein, African American and Latinx students have experienced very high levels of segregation and discrimination that have created unequal educational opportunities and a corresponding achievement gap. Efforts to correct the racist portrayal of African Americans and Latinx in the curriculum have been only partially successful. A history of civic education shows that discrimination against students of color in American public schools is not an aberration or an accident, but instead is the logical result of citizenship education in a nation founded on racialized slavery and settler colonialism. This history must be confronted.</p> <p>And yet, history also shows that civic education has been contested, fraught with multiple meanings, and vulnerable to resistance, reform, transformation, and even sabotage. The intimate nature of schooling means that teachers like Julia Brogdan and scholars like Ruth Benedict have the power to awaken potentially revolutionary political thought in young people, and that students like those in Los Angles can use civil disobedience, political pressure, and lawsuits to substantially improve educational equality. This history can help students understand themselves as historical agents. It must also be part of civic education.</p> <ul style="list-style-type: none"> • Teachers Must Be Supported to Lead Effective Civic Education <p>To begin, fortifying civic education requires a massive infusion of resources to teach stronger and more effective history education in K-12 schools. History is a category of civic reasoning that helps people navigate the complexities of democratic citizenship. It is essential for civic reasoning because it engenders contextual thinking, requiring people to investigate <i>how</i> and <i>why</i> things happened in the past. This process, in turn, generates a more critically</p>	<p>civic education, including not only courses in government and politics, but also courses that emphasize national and global struggles for human rights. Explicit instruction in U.S. government and politics helps students understand the constitutional framework of American governance, while studying historical examples of human rights violations serves as both a cautionary tale of what happens when democratic norms are violated, but also how everyday people have triumphed over brutal, state-sponsored regimes of tyranny and injustice. Today, only twelve states require public schools to teach about anti-Semitism and the Holocaust, and only four require instruction in Lesbian, Gay, Bisexual, and Transgender (LGBT) history. Without these kinds of laws in place, most teachers will skip what they see as difficult or controversial subjects. Once these state laws are passed, in contrast, universities and nonprofit organizations can offer professional development to augment classroom instruction, and teachers and administrators have more authority to teach inclusive histories that emphasize core democratic ideals (Anderson, 2019; Vosoughi et al., 2018; Shapiro & Brown, 2018; Schwartz, 2019; Povich, 2019; Burkholder, 2019).</p>	
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<p>informed citizenry that understands how to think through issues in context. Citizens that recognize how this process has worked historically are better positioned to dismantle educational inequalities in the present. This is especially imperative in the current moment when social media and false news stories have made it much more difficult for Americans to sort fact from fiction. Civic education must cultivate the skills of historical analysis, reflective inquiry, and critical thinking so that all of us can evaluate competing claims, deliberate with others, engage in civil dialogue, and advocate effectively for justice. More effective civic education means stronger and better history education, an objective that will require new approaches to teacher education and professional development (Fallace, 2016; Hartman, 2019; Parker, 2019).</p> <ul style="list-style-type: none">• Civic Education Pedagogy Must Be Reimagined to Advance Racial Justice <p>Twenty-first century civic education must offer meaningfully integrated curricula, pedagogy, and practice with the explicit objective of advancing racial justice. This means we must transform existing pedagogy and curricula by welcoming the voices and critiques of scholars and educators of color. Justin Kreuger argues that settler colonial narratives are pervasive in social studies curriculum, writing, “There is a consistency to their delivery and presentation that creates clear lines of delineating concerning indigenous people and ‘actual’ Americans (Krueger, 2019, p. 295).” U.S. history textbooks portray Native Americans in biased ways, for example, by disproportionately speaking of them in colonial and early American history, but failing to recognize their continued contributions in recent history and contemporary society, reinforcing the stereotype of a “vanished race.” Scholars have established that African</p>		
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<p>Americans, and Latinx, likewise, are portrayed inaccurately in contemporary K-12 curricula (Dunbar-Ortiz, 2014; Loewen, 2007; Ortiz, 2018; Takaki, 2008; Zimmerman, 2002; Zinn, 2015). Bettina Love argue that radical new pedagogies are necessary to achieve true equality. She writes, “Abolitionist teaching is the practice of working in solidarity with communities of color while drawing on the imagination, creativity, refusal, (re)membering, visionary thinking, healing, rebellious spirit, boldness, determination, and subversiveness of abolitionists to eradicate injustice inside and outside of schools (Love, 2019, p. 2).”</p> <p>The answer is not simply more African American, Native American, or Latinx history, but instead a smarter and more critical approach to teaching these essential components of U.S. history. Indigenous scholars have developed a range of anti-colonial and antiracist strategies designed to support self-determination, center indigenous cultures and knowledge systems, and inspire Native American students. African American and Latinx scholars have also developed emancipatory curricula and pedagogy designed to advance liberation and racial justice. These programs have tremendous value for educators committed to reimagining civic education. This integrated approach must be delivered in racially, ethnically, and socioeconomically mixed classrooms that treat all students, educators, and families equally. The astronomical rates of segregation and inequality in American public schools are inherently anti-democratic and unsustainable. They cement educational inequality into place and provide a terrifying object lesson in state-sponsored, institutionalized racism that takes place with either the tacit acceptance or active encouragement of those in power. This must change, as segregated and unequal public</p>		
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	<p>schools cannot function as sites of effective citizenship education in a modern democracy (Brayboy, 2005; Frankenborg et al. 2019; Locke & Lindley, 2007; Lomawaima & McCarty, 2006; Payne & Strickland, 2008; Steineker, 2019). American public schools have always espoused civic education, but they have never successfully prepared all students to act as agents of history in realizing a more just and plural democracy. An historical analysis provides some suggestions on how to critically interpret civic education in the past, so that we can reimagine a new kind of civic education for the future.</p>		
Civic Reasoning and Discourse: Perspectives from Learning and Human Development Research	<ul style="list-style-type: none"> • All the core academic disciplines and their specific ways of knowing and building knowledge should be entailed in teaching the kind of robust civic reasoning and discourse required for a working democracy. • A single semester- or year-long civics course is not adequate to support children and youth to engage civic reasoning and discourse. • Education for civic reasoning and debate must consider identity orientations and moral/ethical commitments. • We call for research, practice, and policy that deals with creation and maintenance of innovative and cross-curricular civic discourse spaces across grades that might allow students to connect the moral values they are developing in their world experiences with the content and forms of reasoning they are practicing in disciplinary classrooms, and apply them to the local and global challenges they hear about in the news or media, encounter in the lives of their extended family, or overhear on the street or playground. • We call for trans-contextual sensemaking (Bateson, 2016) that promotes seeing the deep relevance and interrelatedness of 	<ul style="list-style-type: none"> • Disciplinary educational organizations should dialogue within and across their boundaries to consider and articulate how they should contribute to civic learning, reasoning, and discourse across the curriculum and lifespan. We also need to foster dialogue between professional communities seeking to support civic discourse in schooling and community-based institutions, both to promote mutual learning and to develop opportunities for academic learning and research to contribute to the needs of local communities. 	

	<p>literacy, literature, social studies and history, science and math to young people's lived experiences.</p>		
Civic Reasoning and Discourse amid Structural Inequality, Migration and Conflict	<p>We recommend that school-based interventions to cultivate youth civic reasoning and discourse be constructed with attention to the importance of the contexts in which young people develop. We need approaches to civic education that account for the ways that contexts of inequality, migration, and violence shape civic learning and engagement, including forms of civic discourse and action that develop amid uneven structures, disjunctive experiences and fraught histories.</p> <p>Educational experiences that foster sociopolitical development, critical inquiry and belonging contribute to the civic empowerment of all youth, supporting their authentic engagement in civic discourse and reasoning.</p> <ul style="list-style-type: none"> • Civic education programs should help all students, including those from both privileged groups and minoritized cultural and ethnic groups, acquire the knowledge, attitudes and skills needed to participate in the civic communities of their schools, communities, and the nation-state, recognizing that the needs of different students may vary, depending on their positions in society and their experiences. • Contextually grounded approaches to curriculum should validate all young peoples' civic experiences, and create authentic and meaningful contexts for civic reasoning and discourse, helping all students develop a sense of political efficacy and inclusion within the nation-state. • Civic education programs should help all students to develop reflective identities with their cultural communities, the nation, and the global community. 		

	<ul style="list-style-type: none"> Opportunities for youth civic engagement should be meaningful for them. Youth participatory action research (YPAR) has been found to provide meaningful opportunities for young people to develop civic voice as researchers and change agents in their schools and communities; when youth engage in discourse and reasoning on authentic topics with civic impact, they develop civic agency along with expression and thinking skills. Arts-based approaches have been found to go beyond the cognitive to engage young people physically, emotionally and aesthetically, offering new forms of justice-oriented, culturally-sustaining, civic education practice that can deepen young people's civic development in ways that attention to discourse and reasoning alone cannot. Arts-based approaches can draw young people not just into dialogue, but into affective relationships and collaborations, with others within and across social groups. 		
Learning Environments and School/Classroom Climate As Supports for Civic Reasoning, Discourse, and Engagement	<ul style="list-style-type: none"> Encourage climates that are conducive to civic discourse consistently across the school. Democratic discourse thrives in schools where faculty, administrators, and staff are conscious of it and emphasize ways to encourage it. Although discussions of social and political issues commonly take place in social studies classes, there are ample opportunities to engage in other school subjects. Engaging from a scientific perspective or a literary perspective can emphasize to students that civic discourse takes place in a variety of contexts and illustrate the transferability of discursive skills. Moreover, while classrooms are important, educators can make the 	<ul style="list-style-type: none"> Ensure that teachers are prepared and supported. Teachers who engage (or want to engage) students with political and social issues are often concerned that they will become targets of ire from parents or community members, or even students. In addition to providing resources and strategies for teachers, organizations such as the National Council for the Social Studies or the Association for Supervision and Curriculum Development, through public statements and policy advocacy, and the development of standards can serve as a counterweight to public discourses that may discourage open discussion of controversial issues. 	<ul style="list-style-type: none"> Explicitly consider the changing political and social landscapes in which all political discourse is taking place (particularly discourse about renewal of civic education). Researchers cannot ignore the overall political context of discourse in this area. A normative conversation about the value of different forms of civic reasoning in an age of widening political and social divides may be essential. For example, the civic reasoning and discourses that promote consensus or compromise may differ from those intended to combat entrenched injustice. The environments that support these various goals of reasoning and discourse may vary as well.

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	<p>development of civic discourse and reasoning a priority in school governance and policies, extra-curricular activities, and other elements of the school.</p> <ul style="list-style-type: none"> • Model civic discourse and reasoning for students and create spaces for students to practice these skills. Educators should be conscious about how they model civic behaviors. Open discussion of current events and controversial issues, with the allowance of multiple, reasonable viewpoints models the value of thoughtful civic discussion to students. In turn, teacher educators should challenge future teachers to consider dilemmas of practice that exist around such discussions and help develop professional judgement about how to facilitate productive discussions with students at different grade levels. • Provide opportunities for collaboration in class. Collaborative learning environments in which students talk about political and social issues allow them to develop discursive skills. The social interaction inherent in these environments helps skills for later civic participation. Educators should be intentional about structuring and scaffolding these activities: (e.g., which students collaborate with each other in class), as diverse groups present opportunities for students to engage with a range of ideas and often result in rich discussions. • Encourage professional organizations to provide support to teachers in the area of improving classroom and school climate: Numerous professional associations in fields including but not limited to literacy, civic education, social studies, and history should be enlisted to aid educators willing to tackle the improvement of their school 	<ul style="list-style-type: none"> • Engage in organization and advocacy. Teachers and administrators may find themselves constrained by local, state, or even national policies. For example, restrictions on funding availability or mandates for testing can shift the focus to easily-measured rote learning and disincentivize more robust civic reasoning and discourse. While educators certainly should exercise the influence they have in their local communities to create environments that promote civic reasoning and discourse, they must also strive to voice their concerns more broadly at the county or state level. Professional organizations and teachers' unions can serve to amplify teacher's voices at the state and national level. 	<ul style="list-style-type: none"> • Increase research focused on the interplay between the school and the community. Considering in-school or out-of-school factors in isolation from one another ignores overlap in individuals' membership in numerous communities and groups. Given this, research should consider the opportunities and challenges provided in the community surrounding the school. This could include service learning opportunities as well as leadership in grassroots organizations for youth social action, particularly as they foster youth empowerment. In addition, up-to-date empirical studies are needed to understand how community contexts shape teachers' and students' willingness to discuss issues within the learning environment. • Conduct research on environments beyond traditional, in-person classes. New technologies have created new educational spaces for civic discourse and reasoning. Despite increased interest in these digital spaces, the climates of these environments and their impact on civic discourse, reasoning, and engagement remain relatively understudied. Further, more research on civic skill development within extracurricular environments that link to instruction within the school is warranted, particularly when these activities have the potential to support engagement and leadership in community contexts. • Consider how multiple developmental contexts (e.g., schools and peers) mutually influence each other. Existing research points to peer relationships in and of themselves (alongside other groups such as families) as an important context for developing skills related to civic reasoning and discourse. If students attend classes
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	<p>and classroom climates for civic reasoning and discourse. These organizations could be encouraged to provide resources for students and for pre- and in-service education and to publish relevant articles in their professional journals and on their websites.</p>		<p>with groups of peers, there is likely overlap between social networks and experiences in formal learning environments. Researchers could more fully consider how the informal peer context and specific features of formal educational learning environments relate, particularly as they create (or constrain) supportive climates for civic learning and discourse.</p> <ul style="list-style-type: none"> • Further examine developing reasoning and discourse skills as processes through which a supportive school/classroom climate shapes civic outcomes. While it is implied that the broader climate of classrooms and schools influences reasoning and discourse skills, there are few studies that explicitly follow the pathways linking an open climate to civic action through increased civic reasoning skills. Research that directly tests these links is needed to assess whether the cognitive and social processes that are thought to be encouraged within an open discussion climate are indeed being developed. Use of randomized controlled trials is one approach to strengthening research in this area, although appropriate generalizations across social contexts should be explored in greater depth through qualitative and mixed-methods work. • Connect research on developing reasoning and discourse skills to research in the field of social-emotional learning. In keeping with the acknowledgement that human learning integrates perceptual and affective components along with cognitive factors, the socio-emotional components of civic action cannot be overlooked. Particularly important are feelings of belonging, safety and empowerment that can be encouraged through positive, open school and
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			<p>classroom climates. Looking at the issue in this way, there is an opportunity for increased theoretical and practical connection between programs in civic engagement and in social-emotional learning.</p> <ul style="list-style-type: none"> • Develop infrastructure to support wide a range of relevant research. This could include re-establishing participation by the United States in the IEA civic education studies, next planned for 2022-23, either through full participation or state-level benchmarking. In addition, research organizations can support continued data-sharing and secondary analysis from these and other data sources (e.g., through Civicleads.org, sponsored by the Inter-University Consortium for Political and Social Research at the University of Michigan).
Rethinking Digital Citizenship: Learning about Media, Literacy, and Race in Turbulent Times	<p>Efforts to promote young people's skills for digital discourse and reasoning should be expanded and should be changed significantly to recognize and better prepare youth to respond to ways that political, civic, and social institutions embody hierarchies of power and privilege that often serve to perpetuate inequities across social constructs including race, class, gender, sexual orientation, and religion. Specifically:</p> <ul style="list-style-type: none"> • Efforts to teach skills for digital discourse and reasoning should expand. Evidence indicates that many students currently receive little instruction to develop these capacities. At the same time, studies indicate that efforts to support media literacies related to rigorous discourse and reasoning can be impactful. • Educating for improved discourse and reasoning in relation to new media 	<ul style="list-style-type: none"> • To support more and better practice, professional development, curricular models and frameworks, and district and state goals/frameworks tied to an expanded vision of digital citizenship will be needed. Current frameworks and supports, where they exist are, for the most part, anemic. As noted above, they often focus on individual level shortcomings and do not examine the role of institutions, or of the ways that societal pathologies such as racism and sexism, or partisan biases are leveraged to undermine productive discourse and reasoning in new media contexts. • Clearly, policy work in this area will require funding, but it will also require prioritization of equity and recognition that this work cannot be situated in a single course or discipline. Rather, we need a policy approach that integrates concern for developing these 	<p>There is very little research in this area. In particular, there is extremely little research that demonstrates the impact of particular kinds of interventions. Much more such work is needed. Specifically:</p> <ul style="list-style-type: none"> • Many currently popular approaches to teaching aspects of digital citizenship (including cyberbullying prevention and news and media literacies) have not been studied in a rigorous manner or by independent groups. They need to be. • Much of the research on the potential of digital media in the civic and political domain centers those efforts outside of school. Such work is immensely valuable, but there is a sizable need for work that develops models for supporting development of empowering and critical media literacies in school contexts.

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	<p>requires rethinking the conventional understandings of digital citizenship. Curricula in these areas most frequently focuses on risks of bullying or misinformation. Too often, it does so in a manner that centers individual level rather than structural factors. Educators must help students understand and develop capacities to respond to ways that bullying and misinformation, for example, are not simply products of individual-level shortcomings but are commonly structured by factors such as racism, misogyny, and manipulation of partisan identities and are often promoted by institutions (political parties, media outlets and platforms), not simply by individuals. Thus, youth must learn to identify and subvert these dynamics when engaging in discourse and reasoning. In addition, the field places primary attention on risks rather than on the inventive and powerful ways youth are leveraging this structural change to our media ecosystem to engage in informed discourse, to learn and develop well supported arguments, and to achieve both political voice and influence.</p> <ul style="list-style-type: none"> • Practice must be attentive to equity. It is vital that all youth receive sufficient access to the valuable supports described above so that they can leverage the opportunities provided by our new media ecosystem while managing the challenges it creates. Moreover, this work must forge authentic connections to young people's lived experiences and priorities, recognizing their value and significance, while also exposing youth to the experiences, perspectives and priorities of others. 	<p>capacities into varied disciplines and at all grade levels.</p>	<ul style="list-style-type: none"> • Given that reconceptualization of digital citizenship is needed, it is important to note that we lack studies, both qualitative and quantitative, that can help us understand the impact of efforts that aim to address the broader agenda we have outlined above. For example, we need to study efforts that will help youth understand ways that racist imagery and ideology is leveraged in politically- oriented media and the impacts of these efforts. • We lack studies regarding professional development, teacher education, and related efforts to scale the provision of curriculum designed to develop digital citizenship that attends to racism, partisan manipulation, and other elements of an expanded media literacy agenda.
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Pedagogical Practices and How Teachers Learn	<ul style="list-style-type: none"> • Educators and school leaders should prioritize, dedicate time for, and create opportunities for high quality civic learning in schools. • Civic curriculum and instruction should be oriented toward the goals of promoting and sustaining a more just, democratic and pluralistic society. • Civic <i>curriculum</i> should <ul style="list-style-type: none"> ○ Be driven by an inquiry orientation, include authentic controversies for students to investigate, and provide models of how to leverage students' lives and experiences to support civic learning. ○ Should reflect our pluralistic democracy by incorporating diverse viewpoints and identities, highlight the complexity of democratic ideals and authentic controversies, use youth lived experience and knowledge as curriculum and showcase how members of historically marginalized groups have participated civically and resisted oppression and exclusion. • Civic <i>instruction</i> should <ul style="list-style-type: none"> ○ Actively engage young people in the deliberation and discussion of public issues; simulations of democratic processes (e.g., town hall meetings and Supreme Court hearings); action civics practices; focused listening to varied perspectives on important social issues; and critical analyses of news media so that youth experience the practices of civic life and discourse. ○ Involve cultivating classroom climates that welcome all students and their perspectives; explicit instruction in how to participate effectively and thoughtfully in public issues 	<ul style="list-style-type: none"> • Implement state and district standards, curricular requirements, and assessments that explicitly call for and prioritize inquiry-oriented civic learning, civic reasoning, discussion, deliberation, and debate skills. • Fund and ensure that all students have access to high quality civic learning. • Fund and provide teachers with <ul style="list-style-type: none"> ○ Professional development that supports high quality civic reasoning and discourse pedagogical practices. ○ Regular, dedicated time during the school day to collaboratively plan and practice new instructional strategies. ○ Access to high quality curricular materials that support civic reasoning and discourse created by professionals with deep content and pedagogical knowledge. 	<ul style="list-style-type: none"> • Examine how state and district level requirements focused on inquiry-oriented, high quality civic learning impact teachers' practices and students' civic learning. • Look at the effects of various models of discussion (e.g., fishbowls, town hall meetings) and the impact of different discussion models on important aspects of civic reasoning. • Examine valued interpersonal, harder-to-capture aspects of civic reasoning and discourse, such as listening, empathy, and democratic values, and the pedagogical practices that promote them. • Investigate how explicitly connecting the study of history and civics supports students' civic reasoning and discourse. • Document how students' engagement with specific types of curriculum—inclusive curriculum reflecting our pluralistic democracy, curriculum that engages democratic complexity, controversy, and contradictions, and curriculum that uses youth knowledge as curricular material—support students' civic reasoning and discourse. • Explore how student identities intersect with varying impacts of engagement in civic discourse and reasoning pedagogical practices, such as exploration of pedagogical interventions that address students' unequal social locations and investigation of how teachers frame and structure issues for discussion, whether they have prepared students sufficiently with context for the discussion, and other ethical considerations. • Explore the relationships between inequities and civic reasoning, including questions such as: how do inequalities create challenges for civic reasoning? Can
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	<p>discussions; carefully planned discussions; opportunities to learn about the topics for discussion; models for discussion to structure students' work together; multiple opportunities for discussion; and issues that are meaningful to students.</p> <ul style="list-style-type: none"> ○ Include broader principles of high quality instruction, including engaging youth in higher order thinking; in-depth knowledge exploration; substantive conversation; work that is meaningfully connected to the real world; historical thinking with sources; writing and critique of arguments; making claims supported by evidence; and reading and discussion of complex questions and texts. ○ Involve listening to, linking instruction to, and centering students' experiences with civic life and social, political, and cultural concerns so that all youth see themselves as valued and capable civic participants. ○ Help students identify and debunk oppressive historical narratives while building upon youths' existing sources of coping, resilience, and agency. ○ Recognize and attend to the ways in which social inequalities may shape who speaks and who is heard in classroom civic discourse. ● Teacher preparation and professional development should: <ul style="list-style-type: none"> ○ Help teachers value democratic ideals and the engagement of students across diverse worldviews, and help them develop a vision of and practices that support students' civic reasoning. ○ Ensure that educators have a deep understanding of socio-political, 	<p>civic reasoning help to address inequalities? Under what conditions? How can teachers authentically and equitably engage all voices in the classroom and disrupt existing social hierarchies?</p> <ul style="list-style-type: none"> ● Examine the complexity of students' multiple, intersecting identities and how these identities interact with opportunities to engage in civic reasoning and discourse in varying contexts. ● Investigate children's agency and the ways in which youth actively resist and make sense of the civic messages that surround them. ● Explore teachers' own civic reasoning, how they model these practices for students, and how they use their own agency to navigate the systems within which they do their work. ● Examine the range of complex skills that teachers need to learn in order to lead high quality civic discussions and how to foster teacher preparation experiences that foster teachers' learning of these skills. This may include how to help teachers navigate highly politically charged contexts, improvise and respond to unexpected student responses, equitably engage students who occupy unequal social locations, and examine their own social locations, identities, and subjectivities. ● Devote attention to teachers' fostering of civic reasoning and discourse in a broader range of contexts, including in rural areas, across varying cultural, political, and national contexts, and in elementary settings among younger children.
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	<p>contextual factors in which instruction is embedded, including structural inequality and patterns of human migration.</p> <ul style="list-style-type: none"> ○ Support teachers in gaining self-reflective awareness of their own sociocultural identities and how their identities may shape interactions in the classroom and more broadly. ○ Develop teachers' awareness of students' funds of knowledge, the resources and experiences they bring to the classroom, and how students may identify with the social issues being studied. ○ Foster educators' awareness of historic curricular silences, how racial oppression and systemic inequalities have shaped current society, and a view of knowledge as inquiry-oriented and socially constructed. ○ Encourage educators to reframe curriculum to focus on concepts and issues, value multiple viewpoints, and include (and not avoid) challenging, controversial, or difficult topics. ○ Provide teachers with conceptual (e.g., what constitutes a controversy) and practical tools (e.g., specific structures for discussion, like structured academic controversy) to be able to implement pedagogies that facilitate students' civic reasoning and discourse. ○ Engage teachers in representations of these pedagogies, making explicit key elements of these pedagogies, and approximating or trying out specific pedagogical strategies that support civic reasoning and discourse. 		
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	<ul style="list-style-type: none">○ Enable teachers to learn, plan, and practice collaboratively (during the school day for in-service teachers), actively engage in learning new pedagogical practices, and do so in a sustained way over time.○ Provide teachers with access to high quality curricular materials created by professionals with deep content and pedagogical knowledge.		
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