Tilman Grammes

Contested democracy
- how to develop knowledge about controversial issues in a pluralistic school culture?
Content

• Beutelsbach consensus
• General didactics:
  • Lehrkunstdidaktik
• Model of forms of knowledge (realms of meaning)
• Nofa 1958 keynote speaker
Protest or Extremism?:
G 20 Hamburg 2017
Contested Democracy?
2: Krav om kontroversialitet (Kontroversgebot)

• det der i politik og videnskab er omstridt, må også fremstå som omstridt i undervisningen.
Modes of Critical Thinking
Metacognition
Learning by doing?

• ... thinking about what we are doing
3. Reflection and Engagement (Participation, Empowerment) (Interessensgebot)

• 3: Eleverne skal sættes i stand til at analysere deres egen politiske situation og interesser. De skal også sættes i stand til at udøve indflydelse på den politiske situation i overensstemmelse med deres interesser.
Refugee Project
Refugee project
Knowledge culture of dissent and youth generation/adolescence

Digital natives Surf & Klick

Fundamentalism
Multi-Perspectivity

- **Change** - Heureka! Brainwashing
- **Co-existence** – pragmatic EgoTactic, lip service
- **Hardening** - I do not need no democratic freedom, I have my religion!
- **Coordination** – integration and new dialectical approach
1: forbud mod overrumpling (Überwältigungsverbot):

• politisk dannelse er ikke indoktrinering og derfor må den lærende ikke overrumples på en måde der forhindrer deres egen meningsdannelse. Også selvom de meninger der overtages virker ønskværdige.
Insights into Citizenship Classrooms: The Art of Documentation & Description

edited by Jennifer Bruen and Tilman Grammes
Subtle Forms of Overwhelming

• ???
• „You obviously share our opinion that ... “
• “We will discuss this point later ...”
• „Ok, then are of same opinion!“
• Tell him/her, what he wants to hear ...
Tolerance against hate speech? *If* or *When* in a Bildungsgang?

- ignore
- zero tolerance
- confront
- partly accept ...

At school, it is necessary to combine the "intolerance against all intolerance with the tolerance against (still!) intolerants."

(Wolfgang Hilligen) – *paradox of democracy*
Teacher Role
Sibylle Reinhardt: Teaching Civics, 2016

• politically **heterogeneous** - moderator
• politically **polarized**, even aggressive - ensure a minimum consensus (**agree to disagree**)
• politically **homogeneous** - introducing other points of view
• politically uninterested/**apathic** - devil’s advocate strategy
General principles of pluralistic didactic of difference

- Multi-perspectivity
- Meta-cognition
- Critical thinking
- Hermeneutic school culture

> No dominance of major subjects in curriculum
The Crisis in Education
Hannah Arendt, 1958, Bremen
Tak for din opmærksomhed.
Jeg ser frem til vores diskussion.
Psychology or Peadagogy or Fachdidaktik?

- Two concepts of Vermittlung
- Democracy as a learning system
Deanna Kuhn
Levels of epistemological understanding

• *Realist, Absolutist, Multiplist, Evaluative*
• Assertions are facts, are opinions ...
• Reality is (not) directly knowable
• Knowledge comes from an external source and is certain/is generated by human minds and is uncertain
Principle of controversy

• Matters which are controversial in intellectual and political affairs must also be taught as controversial in educational instruction. This demand is very closely linked with the first point above, for if differing points of view are lost sight of, options suppressed, and alternatives remain undiscussed, then the path to indoctrination is being trodden. We have to ask whether teachers have in fact a corrective role to play, ...
Engagement and Empowerment

• Pupils must be put in a position to analyse a political situation and to assess how their own personal interests are affected as well as to seek means and ways to influence the political situation they have identified according to their personal interests. Such an objective brings a strong emphasis on the acquisition of the necessary operational skills, which is in turn a logical consequence of the first two principles set out above.
Forbid of indoctrination

- It is not permissible to catch pupils unprepared or unawares - by whatever means - for the sake of imparting desirable opinions and to hinder them from `forming an independent judgement'. It is precisely at this point that the dividing line runs between political education and indoctrination. Indoctrination is incompatible with the role of a teacher in a democratic society and the universally accepted objective of making pupils capable of independent judgement (Mündigkeit).