

Guidelines ‘How to guide an investigation of a societal issue’

If you take a societal issue into your classroom, you’ll need to support the exploration and investigation of the issue to make it tangible for your students. The following list gives you several ways of making that happen. In practice you’ll often combine them.

Adding: add objects, information, different perspectives/experiences, ...

e.g.: working methods ‘Another World’, ‘Hoop in’, (see module ‘learning through dialogue and interaction’)

Instructing: direct and concrete instruction to ensure a conscious and precise focus on broadening and deepening the issue by the pupils e.g., compare, investigate consequences, ...

e.g.: working methods ‘Caterpillar’, ‘compare and contrast’ (see module ‘learning through thinking’)

Confirming: assignments/questioning to let pupils experience success or failure and that may? take further steps.

e.g.: let them interview/question people who know more about the issue, let them try something in real life and see what happens, ...

Reorienting: giving an assignment/questioning to reorient the focus of the pupils.

e.g.: by adding new information, going to a place that gives a new light on the issue, having a conversation that focusses on another perspective, ... (See working methods in module learning through dialogue and interaction, and module learning through thinking).

Generating: giving assignments/questioning to let pupils come to conclusions, general findings, making decisions, ...

e.g.: working method ‘Pyramid’, ‘cheese with holes’ (see further in this module)

Judging: giving assignments/questioning to let them judge, express their own point of view, ...

e.g.: working methods ‘Wheel of feelings’, ‘Concept cartoon variation’ (see module ‘learning through dialogue and interaction’)

