EDUCATING FOR Civic Reasoning & Discourse

EXECUTIVE SUMMARY

NATIONAL ACADEMY of EDUCATION

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EXECUTIVE SUMMARY

At the time of this report's publication, multiple crises have made the need and urgency for skills in civic reasoning and discourse starkly evident. Increasing polarization and unprecedented strain on our democratic institutions coincided with social protests of persistent racial injustices.[1] At the same time, a health pandemic, economic shock, and a continuing climate crisis challenged the world to take action. In addition, the ubiquitous availability of questionable digital information has made the acquisition of civic reasoning and discourse skills progressively more important for students to develop.

Schools have not been unaffected by these challenges. Our polarized, racialized, and politicized climates highlight the importance of equipping young people with the knowledge, skills, and dispositions they need to understand complex social issues, respect multiple points of view, and dialogue across differences.[2] Developing these capacities is not only essential for students to prepare for citizenship, adulthood, and active membership in communities, but is also essential for the functioning of democracy itself.

DEFINING CIVIC REASONING AND DISCOURSE

Early in its work, the National Academy of Education (NAEd) Committee on Civic Reasoning and Discourse agreed on a shared definition of civic reasoning and discourse to guide the development of this report. The central question guiding the formulation of this definition concerns "What should we do?" and the "we" includes anyone in a group or community, regardless of their citizenship status. To engage in ***civic reasoning***, one needs to think through a public issue using rigorous inquiry skills and methods to weigh different points of view and examine available evidence. ***Civic discourse*** concerns how to communicate with one another around the challenges of public issues in order to enhance both individual and group understanding. It also involves enabling effective decision making aimed at finding consensus, compromise, or in some cases, confronting social injustices through dissent. Finally, engaging in civic discourse should be guided by respect for fundamental human rights.

To meet these challenges, there is a short-term question of how we can, at multiple levels of society, strive to work together to address our collective needs. This includes creating developmentally appropriate opportunities for children and adolescents to engage with the civic dilemmas of our time. There is an equally important longer-term need to prepare a new generation of young people to take up the mantle of democratic participation and decision making.

It is most common for us to think about this preparation as the job of civics, social studies, and history courses in our schools. There are a number of recent reports that offer powerful insights and recommendations for teaching in these courses.[3] There are also many projects, recent and long standing, taking place in school as well as community settings that engage young people in civic action.

This project, however, seeks to fill a void in conceptualizing the demands of preparing young people to engage in civic reasoning and discourse. The authors think this work serves as a useful and necessary corollary to the work currently underway in what is traditionally viewed as civic education. The fundamental questions examined in this report are:

- What are the cognitive, social, emotional, ethical, and identity dimensions entailed in civic reasoning and discourse, and how do these dimensions evolve? In particular, how do students develop an understanding of implicit bias and learn to weigh multiple points of view? How do educators understand the demands of conceptual change?
- What can we discover from research on learning and human development to cultivate competencies in civic reasoning and discourse and prepare young people as civic actors?
- What are the broader ecological contexts that influence the ability of our learning systems to support the development of these competencies? How do we create classroom climates and inquiry-oriented curricula that are meaningful to students' civic learning?
- In the context of schooling, what is the role of learning across content areas—social studies, geography, history, literacy/language arts, mathematics, and science—in developing multiple competencies required for effective civic reasoning and discourse? What are the pedagogical implications in these content areas?
- What supports are needed in terms of policy as well as in the preparation and professional development of teachers and school administrators to design instruction for effective civic reasoning and discourse that encourages democratic values and democratic decision making?

WHAT DO WE MEAN BY "CITIZENSHIP"?

Students should learn different ways of thinking about citizens and citizenship. Sometimes, these words define the legal status and rights of the members of a given political entity. Students should learn who has had legal citizenship rights and consider the fairness of such arrangements. Citizenship also refers to active, responsive, and critical participation in any community in which people find themselves. The latter, more aspirational meaning informs this report and its recommendations.

Addressing education for civic reasoning and discourse could not be more relevant as institutions and norms of democracy are increasingly being stress tested. Of additional concern is that the level of civic knowledge has remained stagnant, with relatively low levels of student proficiency measured over the past two decades on the National Assessment of Educational Progress (NAEP) Civics Assessment. Gaps based on race, ethnicity, and income are also present, highlighting the need to improve both access and quality of instruction for students from marginalized groups.[4]

Despite these challenges, there is also reason for hope. Young people are finding and making their voices heard in debates, social movements, and other civic activities aimed at expanding the promise of liberty and equality for all. Students are also demonstrating individual and collective efficacy by addressing critical social issues affecting their generation and their communities on a range of issues from gun violence to climate change.

To inform what the authors consider to be important systematic opportunities for young people to engage in civic reasoning and discourse, the NAEd convened an expert steering committee of researchers from across disciplines as well as additional leaders in civic learning and student engagement. The steering committee conceptualized eight areas of relevant inquiry and recruited panels of experts to review extant relevant research. Each chapter was developed by panels that were overseen by members of the steering committee and that consisted of experts in each topical area. Panels also identified and vetted the major ideas to be addressed in their respective chapters. These substantive chapters include recommendations developed by the chapter authors and panel members. The report also includes a final chapter that synthesizes recommendations for practice, policy, and research based on materials in the preceding chapters along with feedback from external stakeholders as well as further deliberation and vetting by the steering committee. The following chapters constitute the body of the report:

1. **Defining and Implementing Civic Reasoning and Discourse: Philosophical and Moral Foundations for Research and Practice** presents a historical overview of the philosophical foundations of the key question of "What should we do?"—a question that arises well beyond political domains and often concerns one's relationship with others.

2. **Civic Reasoning and Discourse: Perspectives from Learning and Human Development Research** is a synthesis of research on human learning and development relevant to issues of conceptual change, implicit bias, and moral reasoning, including foundational principles of how people learn and implications for teaching the underlying challenges entailed in civic reasoning and discourse across academic content areas.

3. **From the Diffusion of Knowledge to the Cultivation of Agency: A Short History of Civic Education Policy and Practice in the United States** is a review of the history of efforts to address civic reasoning and discourse in education.

4. **Agency and Resilience in the Face of Challenge as Civic Action: Lessons Learned From Across Ethnic Communities** presents a historical overview of community-based efforts to prepare youth for engaging in civic reasoning and discourse in historically marginalized communities including Indigenous, African American, Latinx, Asian American, and rural Appalachian.

5. **Civic Reasoning and Discourse Amid Structural Inequality, Migration, and Conflict** explores the varied social and political contexts that shape the civic identities and experiences of youth and discusses the disjuncture between current civic education and the diverse range of students' lived experiences.

6. **Learning Environments and School/Classroom Climate as Supports for Civic Reasoning, Discourse, and Engagement** examines the features of learning environments that promote civic reasoning and discourse, including the challenges to implementing such environments and the supports needed.

7. **Rethinking Digital Citizenship: Learning About Media, Literacy, and Race in Turbulent Times** focuses on youth civic engagement in the fast-changing digital space that mirrors the social, cultural, and political context in the larger society, including the challenges of such engagement.

8. **Pedagogical Practices and How Teachers Learn** examines the curricular and pedagogical scaffolds that are effective for civic learning, investigates the role of students' identities on civic engagement, and provides evidence for pedagogical practices that support students' civic learning.

Ultimately, this report aims to better prepare students to examine and discuss complex civic, political, and social issues by ensuring that the curriculum, pedagogy, and learning environments that they experience are informed by the best available evidence and practice. This effort includes identifying opportunities to learn from well-established areas of interdisciplinary research on human learning and development, as well as current exemplars of instruction. At the same time, this report also recognizes that practice and research as they currently exist in more traditional forms of civic and democracy education are underdeveloped. To inform best practices, education researchers and practitioners need to draw insights from a broader disciplinary knowledge base to better understand how abilities in civic reasoning and discourse develop and what pedagogical practices are appropriate and suitable based on student needs. As such, one of the major contributions of this report is to connect basic research on how people learn (including what is entailed in learning in the subject matter disciplines) to education in civic reasoning and discourse. This body of research includes findings with regard to identity, the development of empathy, and the willingness to consider multiple points of view, all of which are central to democratic reasoning and discourse. This research also affirms the development of inquiry and critical thinking skills as essential pedagogical goals.

RECOMMENDATIONS FOR PRACTICE, POLICY, AND RESEARCH

To prepare young people to engage in a complex civic problem space, they need to develop an interdisciplinary knowledge base as well as empathy and other important dispositions such as a willingness to value complexity and the ability to identify and interrogate their own biases. These actions require schools to devote sufficient resources to creating conducive learning environments for students to engage in civic reasoning and discourse in ways that are meaningful to them and that engage their unique identities, experiences, strengths, and resiliencies. To this end, this report provides a set of recommendations for practice, policy, and research to expand current teaching practices and to inform systematic opportunities for curricular reform.

RECOMMENDATIONS FOR PRACTICE

Education for civic reasoning and discourse should integrate issues of identity development as well as moral and ethical development.

Curricula and learning environments should anticipate how students' identities along multiple dimensions come into play as students learn to wrestle with complex questions relevant in the civic domain, and how ethical questions are entailed in such questions.

Learning the complex demands of civic reasoning and discourse requires attention to self-examination of implicit bias, problems of conceptual change, and weighing multiple points of view.

Civic learning should include a focus on the development of empathy for others, appreciation for multiple points of view, willingness to explore compromises that are informed by democratic values, and awareness of how pre-existing attitudes and emotions can influence perceptions and decision making.

Civic learning should occur in classroom climates that are conducive to student discussion and engagement. Teachers should encourage student voice and engagement by respecting and drawing on diverse student experiences.

Schools and teachers should provide ample opportunities and supportive learning environments to engage students in meaningful discussions of real-world issues. To guide such learning, teachers should carefully plan discussions with ground rules for effective group participation. Teachers should also model effective civic reasoning and discourse through their instruction and facilitation of conversations.

Education for civic reasoning and discourse should be taught through project-based, inquiry-oriented curricula and practices.

The focus of teaching and instruction for civic learning and discourse should be centered around complex social issues that are meaningful to students based on their interests, home experiences, community involvement, and other contexts beyond the classroom.

Learning to engage in civic reasoning and discourse should explicitly include strategies to help students gather, analyze, and thoughtfully circulate information in digital and other media, including identifying and combating misinformation.

Teaching and instruction should develop students' knowledge and skills regarding digital forms of communication. These include students' abilities to analyze information across multiple online sources, identify misinformation and biases, and develop an informed perspective based on evidence. In addition, schools should help students maintain a responsible online presence by teaching them the skills they need to engage in a safe and respectful manner as well as to identify, address, and avoid online bullying and other risky behaviors.

All of the core subject areas can contribute to the range of knowledge, skills, and dispositions that students need to develop in order to investigate problems that emerge in the public domain.

Complex public issues necessitate the interrogation of knowledge from across content areas. Building on the vital role of social studies, other core subject areas also offer deep learning opportunities for students to value complexity, examine multiple points of view, empathize with others, engage in ethical reasoning, analyze evidence, and examine the reliability of sources of information.

LEARNING CIVICS ACROSS CURRICULUM

Students should be provided with repeated opportunities to engage in the development of civic reasoning and discourse skills across subjects. This will not only allow for deep learning along multiple dimensions that are necessary to examine and communicate around public issues, but also facilitate the transfer of these skills across situations that students will likely encounter in their lives.

Civics–Related Classes
(Including Social Studies and Government)

Students should build a concrete knowledge base of democratic principles, practices, and institutions, including voting procedures and other forms of civic participation. Schools should offer opportunities for students to engage in actual or simulated democratic decision making. Students should also learn to examine the underlying social and economic aspects of public issues. In addition, they should develop a comparative understanding of major political and economic systems, and conceptualizations of human rights both in the United States and globally.

Geography

Students should understand and apply basic geographical concepts and map skills in examination of historical, political, social, and economic issues.

History

Students should develop historical and contextual thinking as an essential component of civic reasoning in order to examine competing claims, evaluate source materials, and challenge inequities in historical narratives. Students should learn to examine the implications of prior historical actions and events for current dilemmas. Teachers should also cultivate students' own sense of agency and efficacy as historical actors.

Literacy/Language Arts

Students need to develop advanced comprehension skills to analyze and critique complex texts as well as develop and communicate effective arguments. This includes developing comprehension skills specific to reading in different content areas. They should also explore a wide range of literature to enter and better understand social worlds different from their own, as well as to further explore how literature reflecting their own cultural histories has interrogated persistent human conundrums.

Mathematics and Science

Students should develop conceptual and critical inquiry skills in mathematics and science to understand and examine real-world problems and claims in the public arena. In mathematics these include probabilistic reasoning, statistical inference, interpreting mathematically-based representations such as data displays, and engaging in evidence-informed decision making. Students should also cultivate respect for the explanatory power of science and scientific methods as well as an understanding of science as an institution.

Teachers and administrators should be effectively prepared to create high-quality civic learning opportunities that (a) are addressed across the curriculum, (b) build on the strengths and experiences of students, and (c) take students' developmental needs and trajectories into account.

Teacher preparation programs and professional development opportunities are an essential resource to ensure the effective implementation of the recommendations for practice above. This should include developing an awareness of strategies for learning civic reasoning and discourse across the curriculum as well as how to engage student identities and experiences. Teachers and administrators should understand that engaging students in increasingly complex and controversial topics is necessary for their learning and developmental needs. Teachers should also be provided with sufficient planning and instruction time to design high-quality opportunities for student learning.

RECOMMENDATIONS FOR POLICY

State and Local Standards

School systems should require courses in U.S. government and citizenship to be taught at both the middle school and high school levels.

These courses should focus on fundamental democratic political processes and principles as well as help students develop a historical perspective on how the process and principles have evolved over time. Students should also develop a solid understanding of free and fair elections in addition to other forms of civic participation. Schools should consider expanding these courses to be taught in a full academic year.

State and district standards for civic learning should (a) address the whole curriculum, (b) focus on project-based, inquiry-oriented curricula and practices, (c) build on the strengths and experiences of diverse students, and (d) be developmentally appropriate.

State and district standards should recognize the multiple dimensions of knowledge, skills, and dispositions across subject matters that are required to engage in civic reasoning and discourse. Standards should also address the importance of engaging students in inquiry-oriented learning opportunities, including discussions of complex issues that are meaningful to them. In addition, learning instruction should engage the strengths of students' diverse identities, as well as be developmentally appropriate. For example, elementary students' thinking about civic issues is personalized and based on everyday experiences, and even very young children have capacities for empathy and moral reasoning. Students' abilities to interrogate social and ethical problems increase across the middle and high school years, at which time they are able to examine more complex scenarios and to reason more formally about civic dilemmas.

Funding and Resources

Federal government, states, and districts should ensure that adequate funding and resources are available to develop, implement, and evaluate the high-quality, whole curriculum approach to civic reasoning and discourse described in this report.

Federal government, states, and districts should support the development of high-quality learning materials, provide access to models for facilitating student discussion of complex and controversial topics, and organize professional development opportunities for teachers and administrators. These supports should be made available across the content areas and grade levels. Such supports should address the multiple dimensions of civic reasoning and discourse reflected in this report, and not be limited to content in social studies and civics courses.

Research infrastructures and incentives should be developed to generate up-to-date data on teaching and learning in the area of civic reasoning and discourse.

a. **The National Assessment Governing Board (NAGB) should conduct a prioritized review and revision of existing content frameworks and background questionnaires for NAEP civics and history.**

   NAGB currently plans to test civics and history in 2022 and 2025 at grade 8 using the existing frameworks and assessments. Assessment of civics and history at grades 4 and 12 (in addition to grade 8) is not scheduled until 2029, with reviews of the existing frameworks occurring prior to that administration. NAGB should prioritize a review of the existing content frameworks for civics and history with consideration toward the inclusion of measures on civic reasoning, discourse, and engagement detailed in this report as early as possible. Relevant areas to be addressed include the ability to engage in deliberative discussions in ways that value complexity and different points of view as well as the ability to examine the reliability of evidence and sources. The assessments should cover these areas while retaining sufficient items to assess trends in other civic-related areas. This review should include an examination of the student and teacher background questionnaires to gather information on opportunities that students have for acquiring civic reasoning and discourse skills (especially perceptions of classroom and school climates that encourage civic learning and participation).

b. **The U.S. Department of Education should reestablish and support participation by the United States (or individual states) in the International Civic and Citizenship Education Studies conducted by the International Association for the Evaluation of Educational Achievement (IEA).**

   The U.S. Department of Education should support opportunities for national participation in the IEA International Civic and Citizenship Education Studies by either (1) supporting testing of a representative sample of students in the United States or by (2) facilitating benchmarking participation by individual states. National participation could allow for the inclusion of measures closely aligned with civic reasoning and discourse skills in these tests that are administered to nationally representative samples or students across multiple countries.

Role of Associations

Professional organizations of educators and discipline-based educational organizations should engage in dialogue both within and across organizations to consider how they could contribute to civic learning, reasoning, and discourse across the curriculum and lifespan.

Discipline-based and field-wide educational organizations should explore opportunities for dialogue about, and seek collaborations to improve, students' abilities in civic reasoning and discourse.

RECOMMENDATIONS FOR FUTURE AREAS OF RESEARCH

Curriculum and learning environments for high quality civic reasoning and discourse education

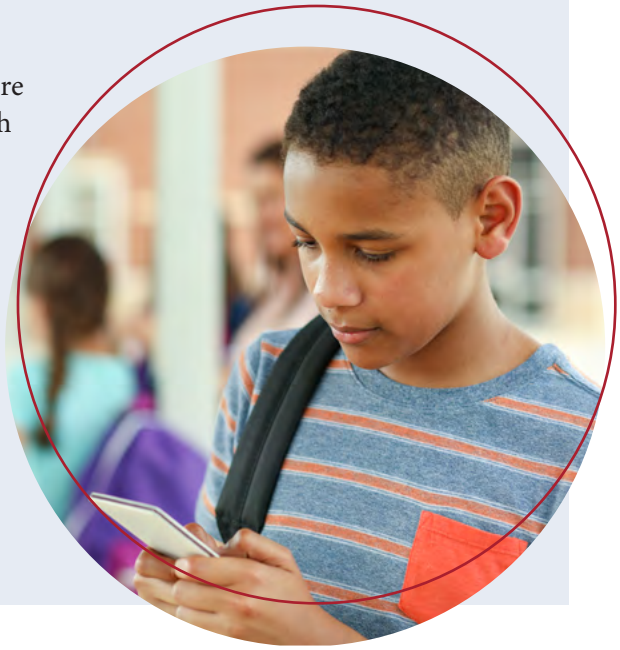
- Further research in human learning and development as well as research on learning in the academic disciplines is needed to guide and evaluate the expansion of civic reasoning and discourse throughout the whole curriculum.
- Research is needed to more deeply understand interpersonal, affective, and ethical aspects of civic instruction and learning (these include empathy, perspective taking, and attitudes toward democratic values).
- Researchers should examine the conditions that facilitate learning to navigate difference and dissent. These conditions are productive resources for expansive learning and effective decision making. This includes examining the pedagogical practices that facilitate such conditions as key features of classroom instruction.

Role of identity development in learning to engage in civic reasoning and discourse

- Researchers should further examine the role of student identities—along multiple dimensions—as these are entailed in (a) engagement in civic reasoning and discourse instruction, and (b) development of a sense of individual and collective agency.
- Researchers need to pay increased attention to the opportunities and challenges presented by out-of-school environments for students' civic learning and personal development.
- Researchers should explore the integration of research on social and emotional learning into models of learning for civic reasoning and discourse.

Civic reasoning and discourse in digital spaces

- Researchers need to conduct rigorous investigation of the pedagogical practices that focus on the development of digital literacy skills, including those that focus on student safety, combating misinformation, and developing skills in identifying and challenging racist, ultra-partisan, and other manipulative and rhetorical messages.



Teacher preparation and teacher learning

- Teacher preparation needs to be informed by further research on the knowledge, skills, and dispositions that teachers need to implement the recommendations for practice discussed in this report in developmentally appropriate ways. Key research areas include:
  - Cognitive, epistemological, emotional, and ethical dimensions of civic reasoning and discourse;
  - Breadth of content knowledge relevant to civic issues, both current and historical;
  - Challenges of conceptual change and implicit bias; and
  - Pedagogical practices that prepare students to engage in this broad conception of civic reasoning and discourse in ways that promote a sense of safety and self-efficacy.
  - Administrators need to be informed by further research on the knowledge and skills that they need to create conditions in schools and districts that support the ongoing learning of teachers in implementing the recommendations for practice discussed in this report. Administrators include leaders at the levels of state boards of education, district leadership, and school-level leadership.
- Researchers should focus on investigating the opposition to discussing controversial topics based on a community's sociopolitical context. This includes factors that contribute to deep oppositions and underlying principles that can facilitate stakeholders' abilities to engage in reasoning around these points of contestation.

Assessment

- Assessments currently in use in schools typically target only cognitive knowledge. Research should support the development of additional assessment measures of epistemology (e.g., valuing knowledge as simple or complex) and of ethics (e.g., knowledge entailed in ethical reasoning). However, this must be explored in expansive ways so as not to privilege any particular orientation beyond a commitment to democratic values.
- Further research is needed to conceptually and methodologically examine how to design assessments of skills and dispositions relevant to civic reasoning and discourse that go beyond content knowledge.
- Further research is needed to examine how to synthesize across broad and large-scale assessments as well as longitudinal databases to offer insights into opportunities to learn this breadth of knowledge, skills, and dispositions.

The *Educating for Civic Reasoning and Discourse* report provides an in-depth examination of these issues as well as detailed information regarding recommendations for practice, policy, and research. These recommendations were developed with input from chapter authors and panel members from each substantive chapter as well as stakeholder groups through discussions and conversations at two public forums.

More information can be found on the *Educating for Civic Reasoning and Discourse* project website at https://naeducation.org/civic-reasoning-and-discourse.

This report highlights the need for a broad spectrum of knowledge, skills, and dispositions necessary to engage in effective civic reasoning and discourse. The authors believe that students' learning in these areas should extend beyond a single U.S. history or civics course or, for that matter, a single course focused on literacy or science. The complex dimensions of knowledge, skills, and dispositions should be cultivated across content domains in order to better understand and engage in public issues. Developing empathy for others, considering multiple points of view, examining one's own biases, and rejecting simplistic solutions to complex problems are also critical dispositions to cultivate. Young people are developmentally ready and eager to take on their roles and responsibilities as civic agents. The recommendations in this report seek to inform systematic civic learning opportunities that are meaningful to them and draw from the strengths and resiliencies of their lived experiences.

It is essential that schools, families, and communities engage in the work of preparing young people to actively participate in democratic society and act responsibly in a global interdependent world. The authors acknowledge and applaud the ongoing work taking place in communities across the country. We hope that this report supplements these community-based efforts with a focus on the unique role of public schooling in preparing young people to engage in effective civic reasoning and discourse.

Our democracy depends on this work.

ENDNOTES

1 Pew Research Center. (2019, April). Public trust in government: 1958–2019. https://www.pewresearch.org/politics/2019/04/11/public-trust-in-government-1958-2019.

2 Center for Information & Research on Civic Learning and Engagement. (2019, April). Youth voting rose in 2018 despite concerns about American democracy. https://circle.tufts.edu/latest-research/youth-voting-rose-2018-despite-concerns-about-american-democracy; Hansen, M., Levesque, E., Valant, J., & Quintero, D. (2018). The 2018 Brown Center Report on American Education: How well are American students learning? Brown Center on Education Policy at Brookings. https://www.brookings.edu/multi-chapter-report/the-2018-brown-center-report-on-american-education/; Hess, D. E., & McAvoy, P. (2015). The political classroom: Evidence and ethics in democratic education. Routledge; McCoy, J., & Somer, M. (2019). Toward a theory of pernicious polarization and how it harms democracies: Comparative evidence and possible remedies. The ANNALS of the American Academy of Political and Social Science, 681(1), 234–271; Pew Research Center. (2019, April). Public trust in government: 1958–2019. https://www.pewresearch.org/politics/2019/04/11/public-trust-in-government-1958-2019.

3 Examples of recent reports include Educating for American Democracy (https://www.educatingforamericandemocracy.org), College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K–12 Civics, Economics, Geography, and History (https://www.socialstudies.org/standards/c3), and the Equity in Civic Education White Paper (https://www.icivics.org/).

4 National Assessment of Educational Progress. (2018). The Nation's Report Card: Results from the 2018 civics, geography, and U.S. history assessments; National Center for Education Statistics. (2011). The Nation's Report Card: Civics 2010 (NCES 2011-466). U.S. Department of Education, Institute of Education Sciences; National Assessment of Educational Progress. (2010). The Nation's Report Card: Civics 2010; Lutkus, A., & Weiss, A. (2007). The Nation's Report Card: Civics 2006 (NCES 2007-476). U.S. Department of Education, National Center for Education Statistics. U.S. Government Printing Office.

APPENDIX

This executive summary represents an abridged version of materials from the *Educating for Civic Reasoning and Discourse* report. We thank the following devoted panels of scholars and experts who made invaluable contribution to the development of the report.

Defining and Implementing Civic Reasoning and Discourse: Philosophical and Moral Foundations for Research and Practice

Author:

- Sarah M. Stitzlein, University of Cincinnati

Panel Members:

- Anthony Laden, University of Illinois at Chicago
- Peter Levine, Tufts University (Chair)
- Jennifer Morton, The University of North Carolina at Chapel Hill

Civic Reasoning and Discourse: Perspectives from Learning and Human Development Research

Authors:

- Carol D. Lee, Northwestern University (Co-Chair)
- Na'ilah Suad Nasir, Spencer Foundation (Co-Chair)
- Natalia Smirnov, Independent Researcher
- Adria Carrington, Chicago Public Schools (retired)

Panel Members:

- Megan Bang, Spencer Foundation/Northwestern University
- Hyman Bass, University of Michigan
- Andrea A. diSessa, University of California, Berkeley
- Abby Reisman, University of Pennsylvania
- Leoandra Onnie Rogers, Northwestern University
- Alan H. Schoenfeld, University of California, Berkeley
- Margaret Beale Spencer, University of Chicago
- William F. Tate IV, University of South Carolina
- Elliot Turiel, University of California, Berkeley

From the Diffusion of Knowledge to the Cultivation of Agency: A Short History of Civic Education Policy and Practice in the United States

Authors:

- Nancy Beadie, University of Washington
- Zoë Burkholder, Montclair State University

Panel Members:

- James D. Anderson, University of Illinois at Urbana-Champaign
- Andrew Hartman, Illinois State University
- Walter C. Parker, University of Washington (Chair)
- Rowan Steineker, Florida Gulf Coast University

Agency and Resilience in the Face of Challenge as Civic Action: Lessons Learned From Across Ethnic Communities

Authors:

Indigenous Peoples and Civics Education in the 21st Century

- Megan Bang, Spencer Foundation/Northwestern University
- Bryan McKinley Jones Brayboy, Arizona State University

African American Education as Preparation for Civic Engagement, Reasoning, and Discourse

- Vanessa Siddle Walker, Emory University
- James D. Anderson, University of Illinois at Urbana-Champaign
- Joy Ann Williamson-Lott, University of Washington
- Carol D. Lee, Northwestern University

Historicizing Latinx Civic Agency and Contemporary Lived Civics

- Maribel Santiago, University of Washington
- Cati V. de los Ríos, University of California, Berkeley
- Kris D. Gutiérrez, University of California, Berkeley (Chair)

Asian American Exclusion and the Fight for Inclusion

- Li-Ching Ho, University of Wisconsin–Madison
- Stacey J. Lee, University of Wisconsin–Madison

An Appalachian Spring: Hope and Resilience Among Youth in the Rural South

- Deborah Hicks, Partnership for Appalachian Girls' Education

Civic Reasoning and Discourse Amid Structural Inequality, Migration, and Conflict

Authors:

- Beth C. Rubin, Rutgers, The State University of New Jersey
- Thea Renda Abu El-Haj, Barnard College, Columbia University
- Michelle J. Bellino, University of Michigan

Panel Members:

- James A. Banks, University of Washington (Co-Chair)
- Sarah Dryden-Peterson, Harvard University
- Sarah Warshauer Freedman, University of California, Berkeley (Co-Chair)
- Roberto G. Gonzales, Harvard University

Learning Environments and School/Classroom Climate as Supports for Civic Reasoning, Discourse, and Engagement

Authors:

- Carolyn Barber, University of Missouri-Kansas City
- Christopher H. Clark, University of North Dakota
- Judith Torney-Purta, University of Maryland (Chair)

Panel Members:

- David Campbell, University of Notre Dame
- Carole L. Hahn, Emory University
- Deanna Kuhn, Teachers College, Columbia University

Rethinking Digital Citizenship: Learning About Media, Literacy, and Race in Turbulent Times

Authors and Panel Members:

- Antero Godina Garcia, Stanford University
- Sarah McGrew, University of Maryland
- Nicole Mirra, Rutgers, The State University of New Jersey
- Brendesha Tynes, University of Southern California
- Joseph Kahne, University of California, Riverside (Chair)

Pedagogical Practices and How Teachers Learn

Author:

- Hilary G. Conklin, DePaul University

Panel Members:

- Diana E. Hess, University of Wisconsin–Madison (Chair)
- Tyrone Howard, University of California, Los Angeles
- Jane C. Lo, Michigan State University
- Paula McAvoy, North Carolina State University
- Chauncey B. Monte-Sano, University of Michigan

NATIONAL ACADEMY of EDUCATION

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