Threshold Concepts for Elementary and Middle School Administrators

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* Celebrate when students change opinions at the end of a discussion, based on careful listening to evidence
* There are no easy answers – the debate and exposure to different ideas are valuable in itself
* When participating in a discussion – specifically preface remarks with citing areas of agreement; then frame disagreement as idea-based rather than disagreeing with a person. (“I disagree that the situation is Hamlet’s fault…” vs. “I disagree with Don…”
* Confirmation bias – role of your unquestioned beliefs in your ongoing perceptions
* How to create an outside view for yourself – explore failures and options of all the viewpoints
* Ideological Turing Test – having students try to rephrase each other’s opinions convincingly
* Libertarianism – explain this as a third viewpoint
* Civil Society – Modeling this as a classroom community