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Suggested Readings on Cognitive Dissonance

Brown, S., & Cope, V. (2013). Global citizenship for the non-traditional student. *Journal of Community Engagement, 6*(1), 28-36.

Two professors from Ohio State University travel with adult students to Berlin, Germany and New Orleans, Louisiana and promote cross-cultural understanding through transformative learning exercises including discussion and reflection.

Gorski, P. C. (2009). Cognitive dissonance as a strategy in social justice teaching. *Multicultural Education, 17*(1), 54-57.

An assistant professor at George Mason University, Gorski discusses his use of a quotation quiz in a social justice class that counters dominant thinking that the United States was “founded on Christian principles.” Gorski describes the cognitive dissonance of students with deeply-held religious beliefs.

Ness, R. B. (2015). Promoting innovative thinking. *American Journal of Public Health, 105*(S1): S114-S118. doi: 10.2105/AJPH.2014.302365

The author, a professor at the University of Texas School of Public Health, discusses cognitive bias and her approach to teaching students in a graduate health education program how to think critically and creatively.

Yale Center for Teaching and Learning. (2016). Inclusive classroom climate. Retrieved from <http://cti.yale.edu/ClassClimates>

Provides a variety of instructional strategies and tools, such as surveys, for civic discourse.

Zimmerman, J., & Robertson, E. (2017, April 26). The case for contentious curricula. Retrieved from <https://www.theatlantic.com/education/archive/2017/04/the-case-for-contentious-classrooms/524268>

Zimmerman and Robertson, both education professors, stress that the classroom is a place for “engag[ing] in reasoned, informed debates.” Yet the authors mention a lack of teacher preparation, as well as societal and political pressure to avoid discussion of historical and modern-day issues problems such as race (Ferguson Riots).