



Civic Education and Engagement Initiative

Preparing to Teach Middle and High School Students to Take Informed Action

Descriptions for the breakout sessions:

Connecting Deliberative Discourse of Current Contested Issues to Civic Engagement Activities

[Jen Wheeler](#), *Director, Teacher Professional Development Programs & Curricula*, [Street Law, Inc.](#)

Join Street Law to learn more about different instructional strategies to engage students in deliberative discussion of current and contested political issues. Strategies will include Deliberation (also known as Structured Academic Controversy) and "Take a Stand." Following an overview of these strategies, we will examine opportunities to connect deliberative discussion to civic engagement activities within the classroom and in the broader community.

Expanding Digital Citizenship for Turbulent Times

[Sarah McGrew](#), *Ph.D. Assistant Professor, Department of Teaching and Learning, Policy and Leadership, UMD College of Education*

Teaching "digital citizenship" in schools often looks like teaching students about online safety and privacy and helping them learn to evaluate online information. While these efforts are important, they often stop short of engaging with issues of systemic racism, hyper-partisanship, and disinformation on social media. In this session, we will review how digital citizenship efforts could engage more deeply with these issues by focusing on the case of teaching students to evaluate online information. We will investigate how teachers might help students learn about the partisanship and systemic racism that fuel the production and spread of so much online information, particularly disinformation, and learn to recognize, cope with, and respond to divisive online content.

Hear Me Roar: High-Quality (Yet Quick) Classroom Activities that Engage Students in Taking Informed Action

[Colleen Eccles](#), Mentor Teacher, Prince George's County Public Schools, Office of Professional Learning and Leadership

Join National Board Certified Teacher (NBCT) Colleen Eccles as she shares strategies to help students develop their civic identity, engagement, and agency, including methods in alignment with NBCT standards. In this session, you will explore classroom-based activities to help students practice reasoned decision making, participate in informed civil discourse, use evidence, communicate conclusions, and reflect on their actions. Brace for impact!

Project-Based Learning and Civic Engagement

Elizabeth Reynolds, Ph.D. Student, University of Maryland, College of Education, Department of Teaching and Learning, Policy and Leadership

Project-based learning (PBL) is a process-based approach to teaching and learning that centers authenticity, collaboration, and reflection. PBL fosters deeper learning for understanding by engaging students with purposeful projects throughout a unit - rather than a traditional summative assessment tacked on at the end. In this workshop, you will learn about the design thinking process and how this process can be incorporated into your lesson plans to build toward a performance task. We will analyze some examples of project-based learning and begin to backwards design how to turn a performance task into project-based learning that engages students in their civic life.

Developing Civic Agency Through Effective Service Learning in Social Studies

Julie Miller Ph.D Candidate, University of Maryland, College of Education, Department of Teaching and Learning, Policy and Leadership

As more districts embed service learning hours into the curriculum, teachers have the opportunity to develop projects that lay the groundwork for a lifetime of civic engagement. This session will focus on the current landscape of service learning in Maryland and best practices for implementing service learning projects with a particular focus on Social Studies.