

Constructive Controversy: Theory, Research, Practice

Constructive Controversy: Energizing Learning

David W. Johnson and Roger T. Johnson

Throughout the southwest region of the United States there are communities built about a thousand years ago high on cliffs. The builders and inhabitants, known as the Anasazi, lived in their cliff dwellings for almost a hundred years and then abruptly abandoned them. In a three to four year period, the Anasazi walked away from their communities and never came back. Why? No one knows. Many classes are to students what their cliff dwellings were to the Anasazi. Students enroll in a course, pay the tuition, and spend considerable time attending class sessions, completing assignments, and passing tests, but when the course is over, they walk away and intellectually, never come back. Why? No one knows.

It is possible for students to become so involved in the subject they are studying that they sparkle with energy, get deeply involved in the topics being discussed, rush to the library or internet to get more information and resources, continue discussing the topics over lunch and at night, seek out experts in the field to consult, and impatiently wait for the next class session to begin. How do you get students that interested in what you are teaching? An essential and often overlooked part of the answer is, "Stir up intellectual conflict."

Conflict gains and holds attention and interest. All drama, for example, hinges on conflict. When playwrights and scriptwriters want to gain and hold viewers' attention, create viewers' interest and emotional involvement, and excite and surprise viewers, they create a conflict. A general rule for television shows is that if there is not a conflict portrayed in the first 30 seconds, viewers will change the channel. Creating a conflict is an accepted writers' tool for capturing an audience. A general rule of modern novels is that if a conflict is not created within the first three pages of the book, the book will not be successful. There should be a general rule of teaching that states that if an instructor does not create an intellectual conflict in the first few

minutes of a class period, students will not intellectually engage in the lesson and their attention will drift away to other things. By avoiding conflicts, instructors miss out on valuable opportunities to capture and emotionally involve students and enhance their learning.

Intellectual conflict provides the spark that energizes students to seek out new information and study harder and longer. By structuring intellectual conflict in a lesson, instructors can grab and hold students' attention and energize students to learn at a level beyond what they may have intended.

Cooperation and Controversy

Conflict is an inherent part of cooperation. Intellectual conflict among group members, if not essential for cooperation's success, has the potential for enhancing the effectiveness of cooperation. The more cooperative learning is used, the more group members need to understand how to disagree with each other's ideas, conclusions and opinions, and challenge each other's reasoning and information in constructive ways.

It is difficult to discuss cooperative learning without discussing intellectual conflicts. There is a dual relationship between cooperation and conflict (Johnson & Johnson, 2005, 2007). On the one hand, to be constructive, conflict must occur in a cooperative context. On the other hand, to be most effective, cooperation must involve conflict among students' initial; (a) answers and conclusions; (b) strategies for completing tasks or solving problems, ways in which their groups' work could be organized, and approaches to completing assignments; and (c) perspectives, points of view, and frames of reference. In order for these conflicts to be managed constructively, students need a procedure for engaging in intellectual conflicts and to master the social and cognitive skills inherent in the procedure. In this chapter, the nature of constructive controversy will be explained, the instructional procedure will be discussed, the underlying theory will be outlined, and the validating research will be discussed.

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Focusing on the theory, research, and application of constructive controversy, Johnson demonstrates that this theory is one of the most effective methods of. Price, review and buy *Constructive Controversy: Theory, Research, Practice* at best price and offers from hpi-banten.com Shop Lifestyle Books at David W Johnson. Find product information, ratings and reviews for *Constructive Controversy: Theory, Research, Practice (Hardcover)* (David W. Johnson) online on Target.com. Request PDF on ResearchGate *Constructive controversy: theory, research, practice*, Cambridge University Press, David W. Johnson Why do people. This chapter integrates theory, research, and practice on constructive controversy and its role in conflict in interpersonal, intergroup, organizational, and. Buy *Constructive Controversy: Theory, Research, Practice* at hpi-banten.com *Constructive controversy is considered a rare example of the interaction of theory, research, and practice. Among programs promoting intellectual conflict.* hpi-banten.com: *Constructive Controversy: Theory, Research, Practice ()* by David W. Johnson and a great selection of similar New, Used and. Focusing on the theory, research, and application of constructive controversy, this book analyses the nature of disagreement among members. David W. Johnson (born in Muncie, Indiana) is a social psychologist whose research has. His formulation of constructive controversy theory, the program of research and the operational procedures that he created, . In Johnson received the Jeffrey Rubin Theory To Practice Award, awarded by the International. Learn how to plan and implement academic lessons featuring constructive controversy. *Relationship Among Theory, Research, And Practice*. using various theories and approaches to make more systematic professional practice using constructive constructive controversy in our research and pro-. This study empirically links research on constructive controversy with the organizational learning *Organizational learning II: Theory, method, and practice. Constructive Controversy - Theory, Research, Practice* ebook by David W. Johnson. research [McKay & Marshall,] manner. A learning theory has evolved in this process and this paper will illustrate how constructive controversy [Johnson &. 1 Underlying foundations of constructive controversy. 2 The nature of constructive controversy. 3 Theory of constructive controversy. 4 The processes. Watch [PDF] *Constructive Controversy: Theory Research Practice [Read] Online* by Kuk Jun on Dailymotion here. constructive controversy theory in the general EFL context as well as in other fields, 1. Introduction. With a decade's devotion to the research on and practice of. Research shows that *Constructive Controversy* promotes innovation in together team members can understand and practice its major steps.

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