

PEDAGOGICAL AND DIDACTIC CONCEPTS

The didactic and pedagogical framework for the game, the training workshops for educators, and classroom interaction is based on the following concepts:

Socialization

Our educational approach is fundamentally based on the assumption that young people are socialized with antisemitism-informed knowledge. They grow up in a society shaped by antisemitism and encounter antisemitic knowledge, aesthetics, narratives, and traditions in various areas of society, such as literature, film, art, religious traditions, educational materials, the media, and everyday language practices.

Participant-Centered Learning

Participant-Centered Learning (PCL) is an educational approach that takes participants' needs and perspectives as central vantage points for learning. It fosters learning through meaning-making and positions learners as active agents in the learning process. PCL supports learning through peer-to-peer interaction and dialogue. It empowers learners to shape the learning process through their engagement and interests. The facilitator primarily provides structure through moderation; beyond that, they act as a co-explorer and co-learner. By fostering personal reflection, PCL supports the transfer of learning to other contexts and forms of discrimination. The facilitator moderates this joint conversation by allowing participants to respond and reflect on each others' contributions, or asks follow-up questions that build on or deepen participants' comments or perspectives.

Tone Setting

Tone Setting supports groups in holding difficult discussions, such as those on antisemitism and the Middle East conflict. It focuses on building trust between facilitators and learners by reducing hierarchical dynamics and encouraging participation without fear of making mistakes or giving the "wrong" answer.

Tone setting is attentive to the diverse identities and experiences learners may have with discrimination, hate, violence, and conflict. It aims to create an atmosphere of community learning through dialogue and exchange in an acknowledging manner.

Conflict Navigation

Conflict navigation expects and accepts emotions in educational settings and acknowledges them as opportunities for reflection and learning. Conflict navigation can support emotion regulation by encouraging the articulation of questions and thoughts rather than fixed opinions, and by establishing and practising a de-escalating, acknowledging, and supportive language. For example, it can involve reframing escalating situations by reformulating charged or generalising statements. It also includes clearly communicating when statements become discriminatory and paying attention to the well-being and (emotional) safety of all participants (see also tone setting).

Ambiguity Competence

Ambiguity competence enables learners to navigate uncertainties and remain open to multiple perspectives. Practising ambiguity competence can include the negotiation of contradictory information, competing truth and emotional tensions by reflecting on complexity rather than seeking simplistic explanations. Ambiguity competence helps resist polarising or reductionist narratives, especially online.

Social Media Literacy

Social Media Literacy encompasses a range of skills that support a safer and more competent navigation of social platforms. *Technological skills* include understanding the collection and use of personal data, algorithmic curation and recommendation systems, validation mechanisms such as likes and shares, targeted advertising, as well as the role of bots and artificial intelligence in shaping social media content.

Emotional skills include ambiguity competence and the development of response strategies that foster resilience against hate, discrimination, and manipulation on social media.

Cognitive skills involve recognizing reliable sources, identifying antisemitic hate and disinformation, deconstructing antisemitic narratives, and understanding the broader societal impact of online hate content.

Deconstruction

Deconstruction is an approach used in antisemitism-critical education to analyse and dismantle antisemitic ideas in texts and images, and other forms of communication, such as emojis. Rather than simply labelling content as antisemitic, deconstruction unpacks how and why a given content is antisemitic. In doing so, it reveals underlying assumptions, stereotypes, power relations, and contradictions, while showing how language, images, and narratives shape perceptions of reality. In this way, deconstruction encourages reflection on how antisemitism is constructed and reproduced in our society.



Workshops on using the teaching unit

We offer workshops on how to use the teaching unit and the associated pedagogical and didactic concepts. In these workshops, teachers learn practical and learner-centred approaches to addressing antisemitism and dealing with potential conflicts. They are introduced to the online game ShoutOut! and the learning environment. The workshop also provides an opportunity for participants to reflect on their own teaching experiences and to build confidence in dealing with antisemitism in the classroom.

We can visit your institution or provide you with information about workshops taking place nearby. If you are interested, please contact us at:

<https://www.unidue.de/biwi/migrations-ungleichheitsforschung/somelaa/ShoutOut-training>