Index

Accommodation, 64
Advocacy, 48
Advocacy-based-inquiry procedure, 33–36
Approaches to peace education, 182
Argument, 27
Argumentation, 53–55
Braque, 1–2
Challenged by valid or erroneous positions, 67
Closed-mindedness, 172
Cognitive conflict, 26, 63
Collective decision making, 157, 158
Conceptual conflict, 63
Confirmatory bias, 61–62
Constructive conflict, 12–14
Constructive controversy, 17, 22–26, 204
Definition, 26–27
Theory of, 31–36, 204
Process, 43–83, 205
Procedure, 32, 40, 120, 121–122, 136–139, 206
Controversial issue, 27
Concurrence seeking, 36–38
Process of, 81–83
Conditions mediating the effects of controversy, 108–118, 206
Cooperative context, 109–110
Interest in disconfirming information, 110–111
Competence threat, 111–112
Downward social comparison, 112
Perceived bias, 112
Leadership, 112
Heterogeneity among members, 113
Distribution of information, 114
Skilled disagreement, 114–116
Rational argument, 116–118
Confirmation, 54
Conflict, 2

Competitive context, 10–11
Cooperative context, 11–12
Constructive, 12–14
Controversy, see constructive controversy
Levels, 22–26
Definition, 26
Convergent thinking, 171
Conversion, 48
Cooperation, 2–6
Theories of, 6–12
Cognitive-development view of cooperation, 6
Social-cognitive view of cooperation, 7
Behavioral learning view of cooperation, 7
Social interdependence view of cooperation, 7–12
Creativity, 99–101, 167
Social nature, 167
Individual trait, 167–168
Social process, 168–169
Creative process and constructive controversy, 169–172
Open versus closed belief systems, 172–174
Debate, 38
Decision making, 120–123
Constructive controversy and considered, thoughtful decision making, 123–128
Identifying and defining the problem or issue, 123–125
Formulating alternative solutions, 125
Considering and evaluating the alternative solutions, 125–126
Deciding on a solution, 126–128
Evaluating extent and success of implementation, 128
Deliberation, 157
Devil’s advocate, 36
Difficult decisions and constructive controversy, 183
Discourse, 157

246
Disequilibrium, 63–64
Dissent, 26–27
Divergent thinking, 171
Dogmatism, 173
Epistemic curiosity, 67–68, 70, 84, 205
Equilibration, 64
Explaining, 49–50
Freedom to express independent opinions, 65
General characteristics of controversy research, 86–87
Group decision making, 120
Groupthink, 37
Individualistic efforts, 38
Innovation, 167, 174–178
Enemies of innovation, 174–176
Maximizing creativity and innovation, 176–178
Inquiry, 27
Inquiry-based advocacy, 27
Instructor’s role in academic controversy, 130–151
Preinstructional decisions and preparations, 132–134
Objectives and topics, 132–133
Deciding on the size of the group, 133
Assigning students to groups, 133
Arranging the room, 133–134
Planning materials to promote interdependence, controversy, 134
Assigning roles, 134
Explaining, orchestrating academic task, cooperation, controversy, 134–140
Explaining academic task, 135
Structuring positive interdependence, 135
Structuring the controversy, 136–139
Structuring individual accountability, 139
Explaining criteria for success, 139
Specifying desired behaviors, 139–140
Structuring intergroup cooperation, 141
Monitoring and intervening, 141–142
Monitoring students’ behavior, 141
Providing academic assistance, 141–142
Intervening to teach cooperative skills, 142
Evaluating and processing, 142–144
Assessing, evaluating students’ learning, 143
Processing how well the group functioned, 143–144
Implementation of controversy, 145
Example of academic controversy [Wolf as protected species], 145–150
Intractable conflicts, 188
Majority influence, 54–61
Minority influence, 54–61
Misperceiving opposing information and reasoning, 65–66
Moral bond among citizens, 158–159
Myside bias, 62
Negative interdependence, 7–8, 190
No interdependence, 8
Online use of constructive controversy, 144–145
Openmindedness, 172
Oppression, structural, 188
Overloaded with information, 66
Peace, 181
Nature of, 186
Dynamic, active, relationship process, 187
Structural liberty, 187–188
Imposed peace, 188–189
Peacekeeping, 189
Domination, 190
Consensual peace, 190–192
Peace Education, 192–198
Establish public education, 193–194
Establish mutuality, positive interdependence, 194–196
Teach students how to make difficult decisions, 196–197
Teach students how to resolve conflicts constructively, 197
Inculcate civic values, 198
Automatic civic values, 198
Perspective taking, 72
Picasso, 1–2
Political discourse, 157
definition, 157
Political discourse procedure, 155–157
Ability to engage in political discourse, 159–160
Negative political persuasion, 160–162
Need for citizen socialization, 162–163
Positive interdependence, 7, 32, 40, 121, 135, 169, 194–195, 199
Practice, 16, 207
Process of concurrence seeking, 81–83
The dominant position is derived, 81
The dominant position is presented and advocated, 81–82
Members are confronted with the demand to concur and conform, 82
Conflict between public and private positions
Members seek confirming information, 83
Public consensus, 83
Process of controversy, 43–83, 206
Organizing information and deriving conclusions, 44–48
Presenting and advocating positions, 48–51
Being challenged by opposing views, 51–62
Conceptual conflict, disequilibrium, uncertainty, 62–67
Epistemic curiosity and perspective taking, 67–73
Reconceptualization, synthesis, integration, 73–81
Refutation, 54
Relational conflict regulation, 111
Research on controversy, Outcomes, 16, 86–107, 205–206, 207
Quality of decision making, problem-solving, achievement, retention, 87–88
Academic learning, 88–90
Decision making, 90–93
Productivity, 93
Cognitive and moral reasoning, 94–96
Patterns of verbal interaction, 96–97
Two wrong answers inducing a right answer, 97–99
Exchange of expertise, 99
Perspective taking, 99–100
Creativity, 99–101
Open-mindedness, 101–102
Motivation to improve understanding, 102–103
Attitude change about the issue and task, 103
Attitudes toward the controversy procedure and decision making, 103–104
Commitment, 104
Interpersonal attraction among participants, 104–105
Social support, 105
Psychological health, 106
Self-esteem, 106
Values, 106–107
Scaffolding, 7
Search for information, 70–71
Seeking to understand opposing positions, 71–72
Situation Structure, 32–36
Social Darwinism, 18
Socio-cognitive conflict, 52–53
Social projection, 73
Structure-process-outcome theory, 31–32, 39
Theory, 15–16, 207
Transition from one stage of cognitive reasoning to another, 77–80
Usefulness of opposing information, 66
Uncertainty, 64