

Gerald Stevens, “Cognitive Dissonance as Pedagogical Strategy for John’s Apocalypse”

Apocalyptic is a worldview, and one can reach students with a text’s apocalyptic message by utilizing worldview itself as a heuristic approach. The approach builds upon the insights of Adela Yarbrough Collins on the sociological analysis that apocalyptic is based on cognitive dissonance. Using this idea, the teacher can build the sense of the experience of cognitive dissonance by provoking cognitive dissonance in the student. In the end, one creates an alternative worldview for the student. This approach can utilize a matrix of methods. These include drama, context-shifting, history of interpretation, and conversing application, for example. These methods and their contribution to creating cognitive dissonance for provoking student reflection, formation, and learning development will be explored. In-session demonstration and group participation activities will be part of this presentation.