

Deliberative Pedagogy and the Challenge of the Contemporary Classroom

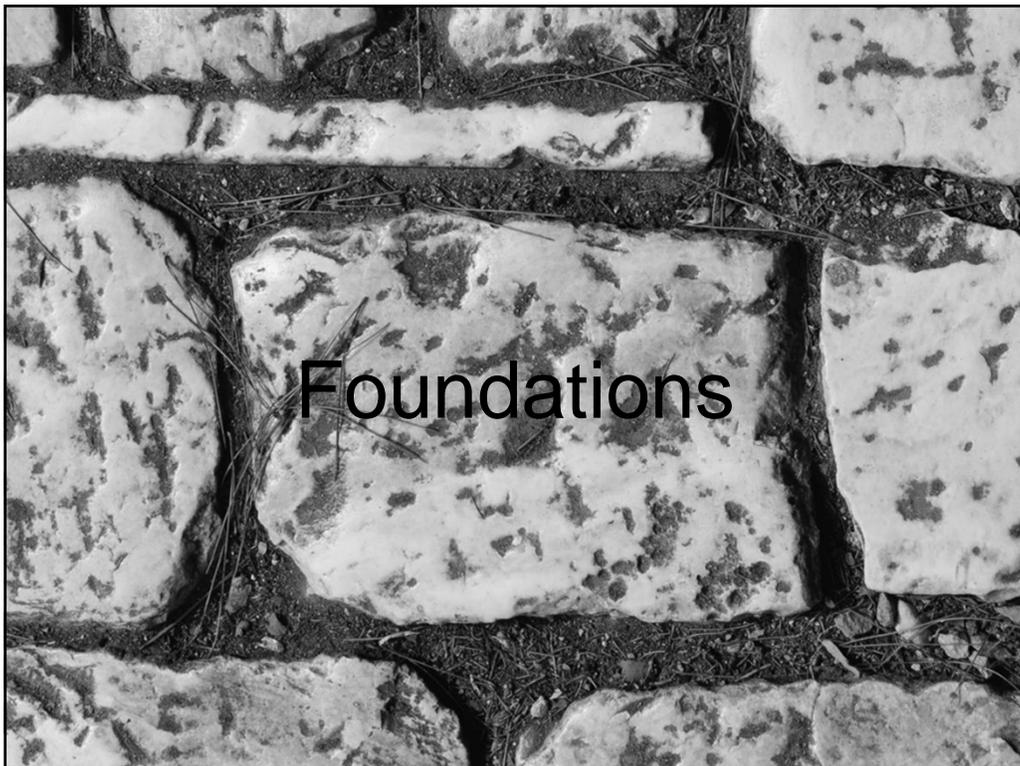
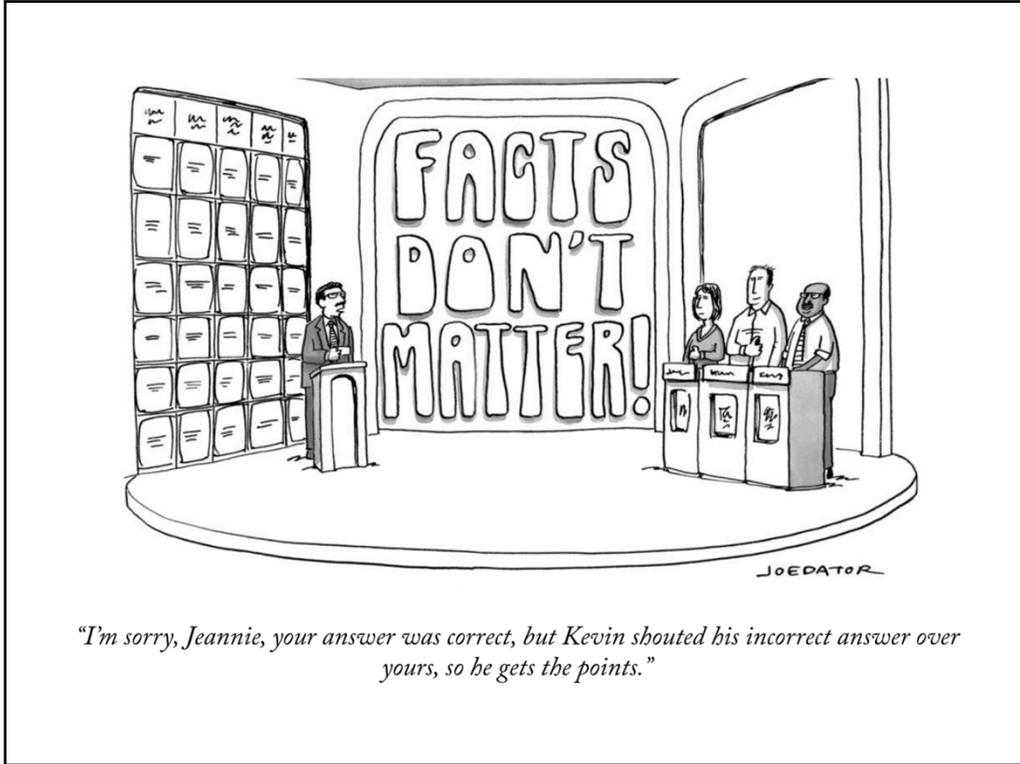
May 17, 2022

Timothy J. Shaffer, PhD

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8th year of DES MOINES PUBLIC FORUM

LYMAN BRYSON

FAMOUS FORUM LEADER

Will Discuss

ARE WE DONE WITH DEMOCRACY?

at ROOSEVELT HIGH

at eight p.m. **OCT. 28**

ADMISSION FREE

: BEACON LIGHTS of DEMOCRACY :

By JOHN W. STUDEBAKER
United States Commissioner of Education

The future of democracy is topic number one in the animated discussion going on all over America. In the Legislatures, over the radio, at the luncheon table, in the drawing rooms, at meetings of forums and all kinds of groups of citizens everywhere, people are talking about the democratic way of life. They are defining it; considering its application to economic as well as political life; and comparing it with other conceptions and programs of social organization. There is a new awareness of the dangers which beset popular government. Here is a growing appreciation of personal liberties.

The old apathy concerning government and public affairs is giving way to a vital interest in the problems of general welfare. This is a good sign. The aroused public interest must be nurtured with opportunities for free expression in public discussions in every city, town and rural district.

Education Moves Forward

Simple, understandable books and pamphlets representing all shades of opinion should be circulated among the people. The radio should develop more extensive programs or presenting speeches, debates, symposiums and panel discussions on the important questions of the day, so that more and better time is allotted for these purposes, always giving the fairest possible chance to various points of view regardless of the amount of time.

wrote down with emphasis, "urgent issues."

I still have the notes he made on a scratch pad as he described what he saw as the potential value of a nation-wide program of public discussion and of plans by which its control might be kept close to the local communities. After a half-hour in which I was inspired by his vision of the relation of education to popular government and amazed at his grasp of technical procedures for managing truly educative discussion, he claimed exuberantly:

"I'd like to be a forum leader myself!"

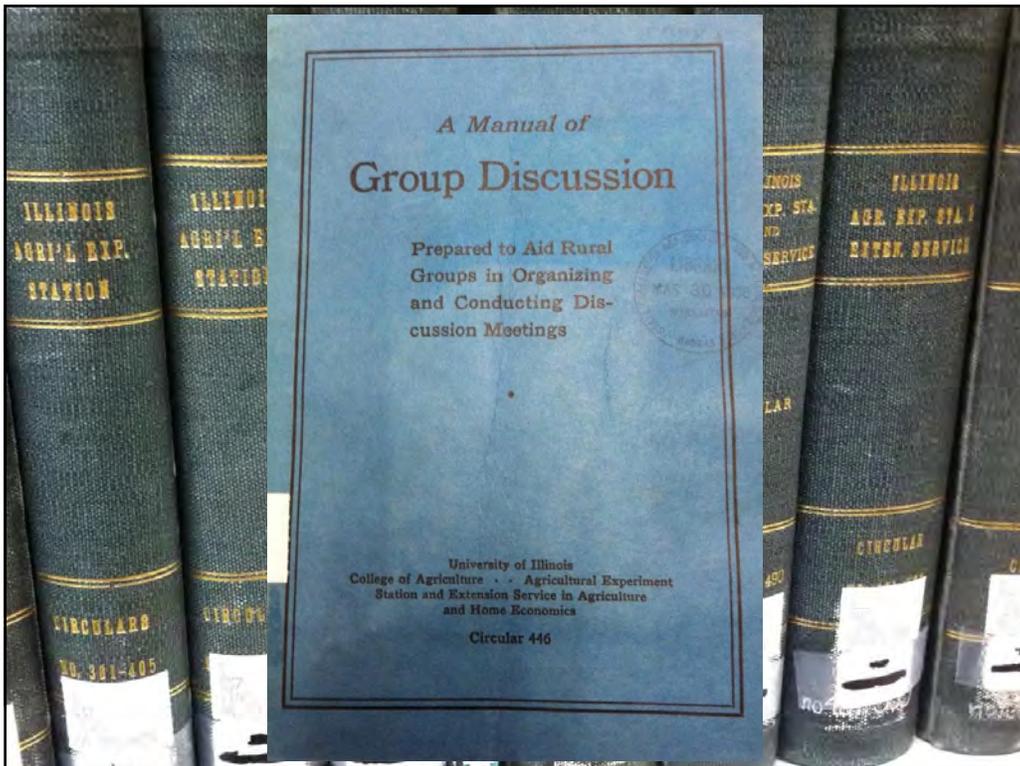
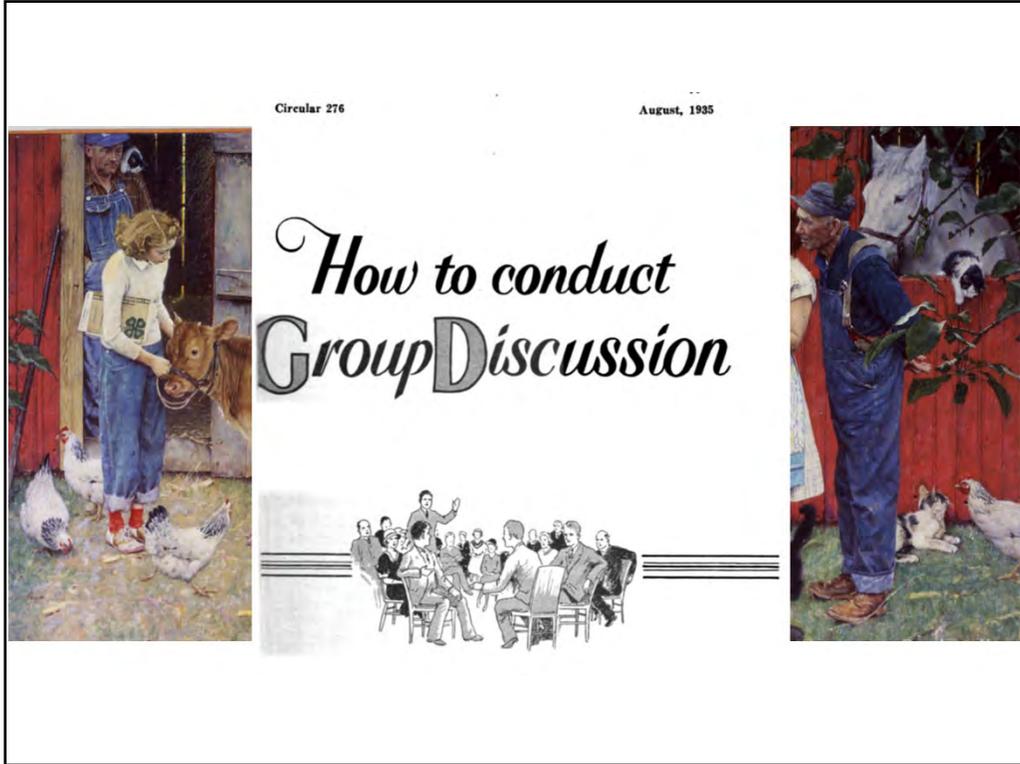
Antidote For Dictatorship

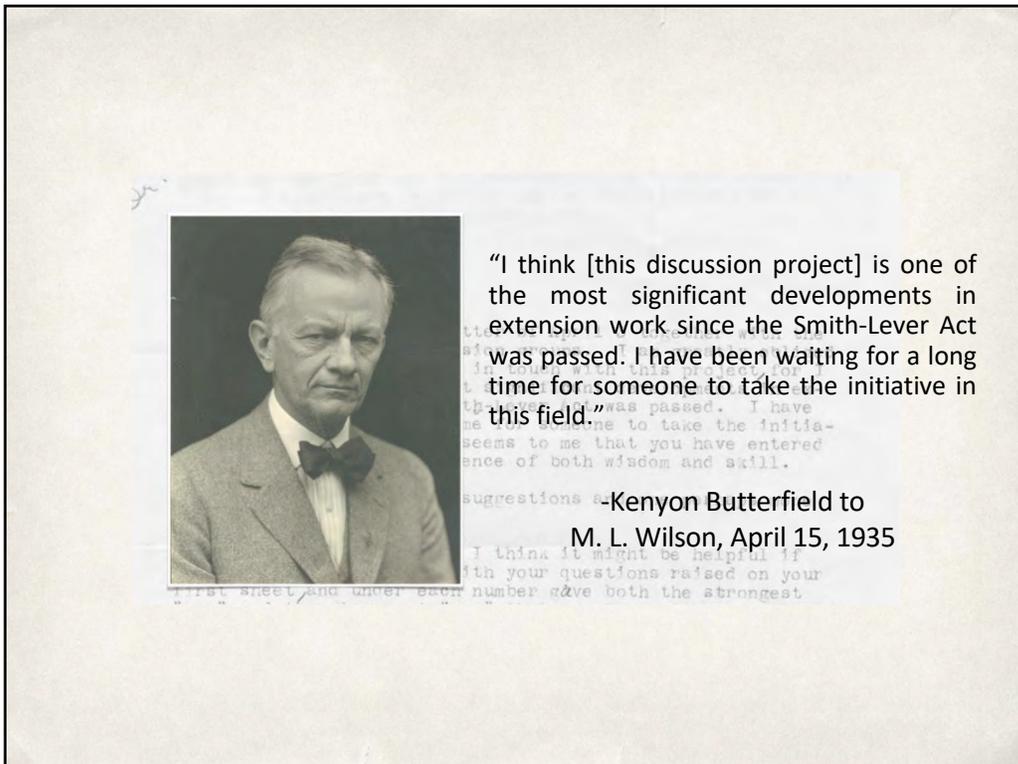
The demonstration centers were not established as a routine matter of giving a little temporary Federal aid to education in its effort to serve the adult community. They were a response to a deeply rooted philosophy of democratic government, which is cherished by the President and which he believes shared by the great majority of the people of this nation. These demonstrations of vital adult education through free, locally controlled public discussion were visualized by the President as a part of the official fight against the world-wide drift toward dictatorship.

He expressed his conviction again recently in a letter which he sent me to read to the school superintendents in their annual national convention in New Orleans. In this letter he wrote:

"I hope you will give special attention to the central problem before our country and the world.

<ul style="list-style-type: none"> (1) West Virginia, Morgantown *** (2) Colorado, Colorado Springs *** (3) New Hampshire, Manchester ** (4) Tennessee, Chattanooga ** (5) Minnesota, Minneapolis * (6) California, Santa Ana ** (7) Arkansas, Little Rock ** (8) Oregon, Portland * (9) New York, Schenectady ** 	<ul style="list-style-type: none"> (10) Kansas, Wichita ** (11) Ohio, Dayton * (12) Connecticut, Stamford *** (13) North Carolina, Goldsboro *** (14) Pennsylvania, Lansdowne ** (15) Texas, Waco *** (16) Washington, Seattle * (17) Georgia, Atlanta * (18) Wisconsin, Milwaukee * (19) Utah, Ogden *
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Now Available < < < <

Discussion Series 1936-37

Illustrated pamphlets of sixteen pages each, presenting pros and cons on the following eight questions:

What Should be the Farmers' Share in the National Income? (DS-1)
 How Do Farm People Live in Comparison With City People? (DS-2)
 Should Farm Ownership be a Goal of Agricultural Policy? (DS-3)
 Exports and Imports—How Do They Affect the Farmer? (DS-4)
 Is Increased Efficiency in Farming Always a Good Thing? (DS-5)
 What Should Farmers Aim to Accomplish Through Organization? (DS-6)
 What Kind of Agricultural Policy is Necessary to Save Our Soil? (DS-7)
 What Part Should Farmers in Your County Take in Making National Agricultural Policy? (DS-8)

* * *

Also available are revised reprints of two pamphlets on technique:
 Discussion: A Brief Guide to Methods. (D-1)
 How to Organize and Conduct County Forums. (D-2)

* * *

Copies of the publications on both subject matter and technique are being supplied to county extension agents through State extension divisions. Additional copies are obtainable free on application to the State extension director or to the
EXTENSION SERVICE
 U.S. DEPARTMENT OF AGRICULTURE, WASHINGTON, D. C.

SUBJECT-MATTER PAMPHLETS

(Pamphlets DS-1 to DS-8 are out of print)

- DS-9 Taxes: Who Pays, What For?
- DS-10 Rural Communities: What Do They Need Most?
- DS-11 Soil Conservation: Who Gains By It?
- DS-12 Co-ops: How Far Can They Go?
- DS-13 Farm Finance: What Is a Sound System?
- DS-15 Reciprocal Trade Agreements: Hurting or Helping the Country?
- DS-16 Farm Security: How Can Tenants Find It?
- DS-17 The National Agricultural Program. What About Cotton?
- DS-18 The National Agricultural Program. What About Wheat?
- DS-19 Getting At the Facts About Agriculture—Program Building.

MATERIALS ON THE DISCUSSION METHOD

Leaflets:

- DN-1 Suggestions for Discussion Group Members.
- DN-2 Suggestions for Group Discussion Leaders.

Pamphlets:

- D-3 What is the Discussion Leader's Job?

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SURPLUS FARM PRODUCTS

Where shall we find a market?

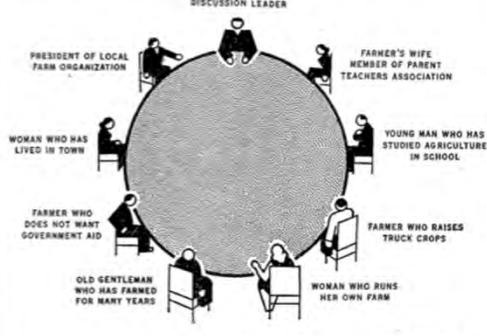


FARMER DISCUSSION GROUP PAMPHLET

U.S. DEPARTMENT OF AGRICULTURE
BUREAU OF AGRICULTURAL ECONOMICS

SURPLUS FARM PRODUCTS— WHERE SHALL WE FIND A MARKET?

A discussion group in a rural community is beginning one of its regularly scheduled meetings. Although for convenience we choose to look in on a group of only 9 people, any number from 4 to 30 could hold just as profitable a discussion. The men and women have pulled their chairs out of the accustomed schoolroom arrangement and seated themselves in a circle so that each one can see everyone else, and the leader is one of the group. As we walk in and quietly find chairs outside the circle, the farmer acting as discussion leader for the evening has just announced that the subject for discussion is "Surplus Farm Products—Where Shall We Find a Market?" This subject was agreed upon at an earlier date, and the members of the group have been watching their newspapers for news on it. A few of them have also done other reading.



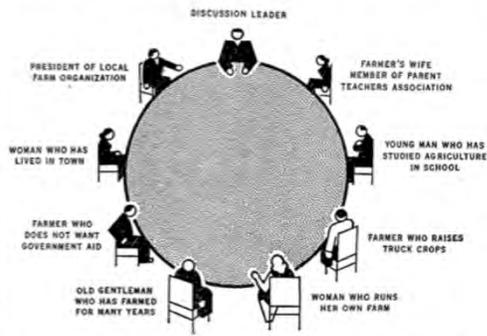
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Issued June 1941



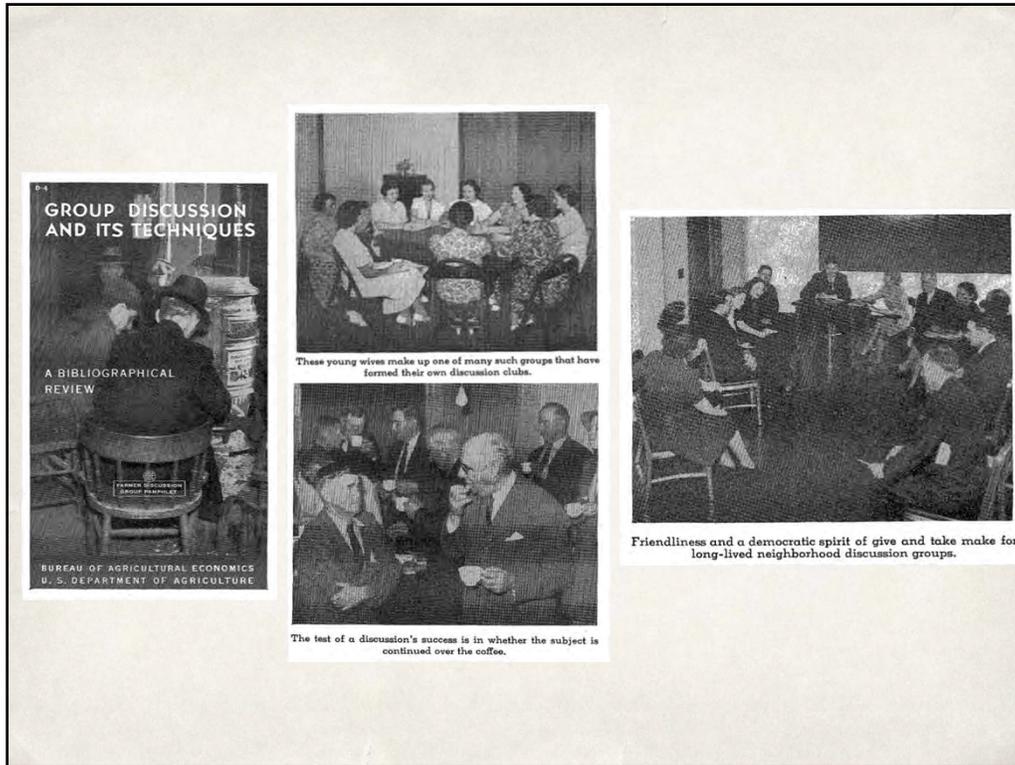
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Issued June 1941



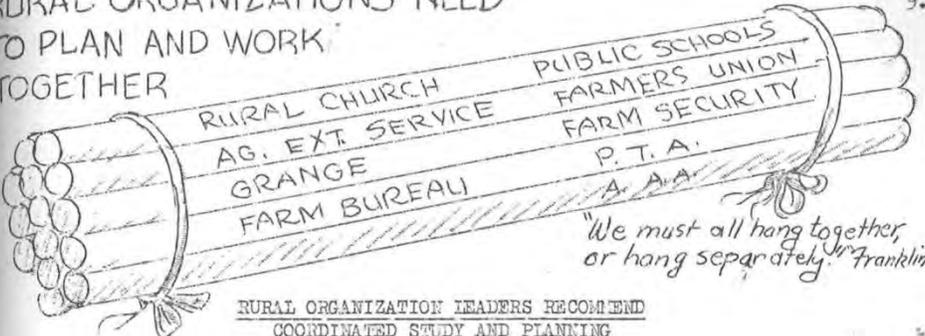
THE ADVENTURES OF A DISCUSSION BARN STORMER
C. B. Loomis.

MONDAY--A roaring wood fire made high lights and shadows in the roomy log community house. A few reflector oil lamps dispelled the gloom of distant corners, and revealed where the red clay chinking had been skimped in its cement quota. The sixteen farm men and women and a few visitors drew up in a sort o' circle in which the fire place counted as one. The President of The Lebanon Home Demonstration Club introduced the Discussion Chairman, no stranger to the group. "All over the United States small groups are coming together to discuss questions which concern them", she said, "and we have asked you to come here tonight to discuss one such question. We shall take as a topic, How Do Farm People Live in Comparison with City People?". "I would like to ask you this question-----". For an hour and a half, questions and answers moved sedately back and forth and around the circle. The advantages of the country were real to this particular group of well-to-do farmers. Many conveniences were theirs, yet many of their young people had felt the urge of city attractions. The group was aware that larger cash income was necessary to keep new blood in agriculture. They knew that some of their tenants lacked the things they themselves had but doubted if they really wanted them or would know how to use them if they had them; that money they did receive was spent foolishly for radios and pianos when they lacked beds and a roof. They resented a bit the city merchants unfair treatment in buying their occasional offerings of greens or eggs, until one of the group pointed out that a steady supply carefully graded was necessary for the grocer. They side-glanced at cooperatives but passed by on the other side. They had seen city slums and thought perhaps the grass had brown spots in both city and country. They opined that low city wages reduced their own incomes and asked how they might cooperate with city folks. One white haired planter wondered why a discussion group like this for some city and country people together might not be a good thing. At this point the aroma of steaming coffee had reached the group from the kitchen annex. Both the discussion and particularly the fire had produced more light than heat, and the leader's

THE ADVENTURES OF A DISCUSSION BARN STORMER
C. P. IOWAN

"We turned off the pavement with some misgivings for even well-built top soil roads, as good as South Carolina makes them, have a tendency to revert to type, the pioneer type, under repeated drenchings... The sixteen farm men and women and a few visitors drew up in a sort o' circle in which the fire place counted as one. The President of The Lebanon Home Demonstration Club introduced the Discussion Chairman, no stranger to the group, and he said, "and we have together to discuss questions which concern them," she said, "and we have as a topic, How to Buy Better Land." "Oh, that's people!" "I would like to ask you this question-----" For an hour and a half, questions tumbled out of the group, and the leader, a young chap, two years at Clemson College, left a farm by his father, he was applying expert knowledge and making good. The training group had supplied him with a set of questions to guide him in the discussion. He used them but used initiative in their application to this particular group. The give and take was good, and tho' all were well-to-do farmers, their opinions clashed mildly as would be expected with the topic under discussion. They were interested in the future of young people.

RURAL ORGANIZATIONS NEED
TO PLAN AND WORK
TOGETHER



9.

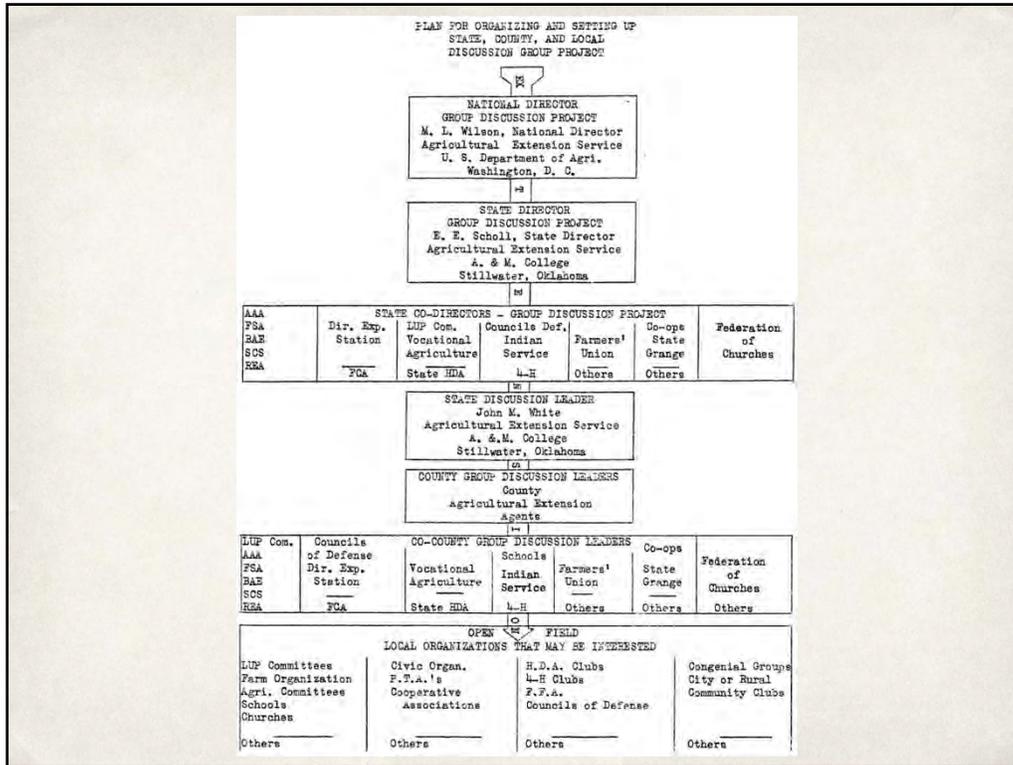
RURAL CHURCH PUBLIC SCHOOLS
AG. EXT. SERVICE FARMERS UNION
GRANGE FARM SECURITY
FARM BUREAU P. T. A.
A. A. A.

*"We must all hang together,
or hang separately." Franklin*

RURAL ORGANIZATION LEADERS RECOMMEND
COORDINATED STUDY AND PLANNING

Leaders representing 51 different types of rural organizations and agencies working in rural areas of Wisconsin met at the Evergreen Resort in Mauston last June 10 to 12 to study the meaning of democracy and the part that rural organizations should take in making democracy function. A problem given considerable attention at that time was that of the proper working relationship between governmental agencies and non-governmental organizations, and how this relationship can be achieved. Juneau County demonstrated its Agricultural Planning procedure.

The conference concluded that "there are a lot of governmental agencies in Wisconsin. Some of these have been formed by pressure from the top but these are all right as long as the individual can choose between them.... Non-governmental organizations as well as governmental agencies can work together through the medium of coordinating councils."

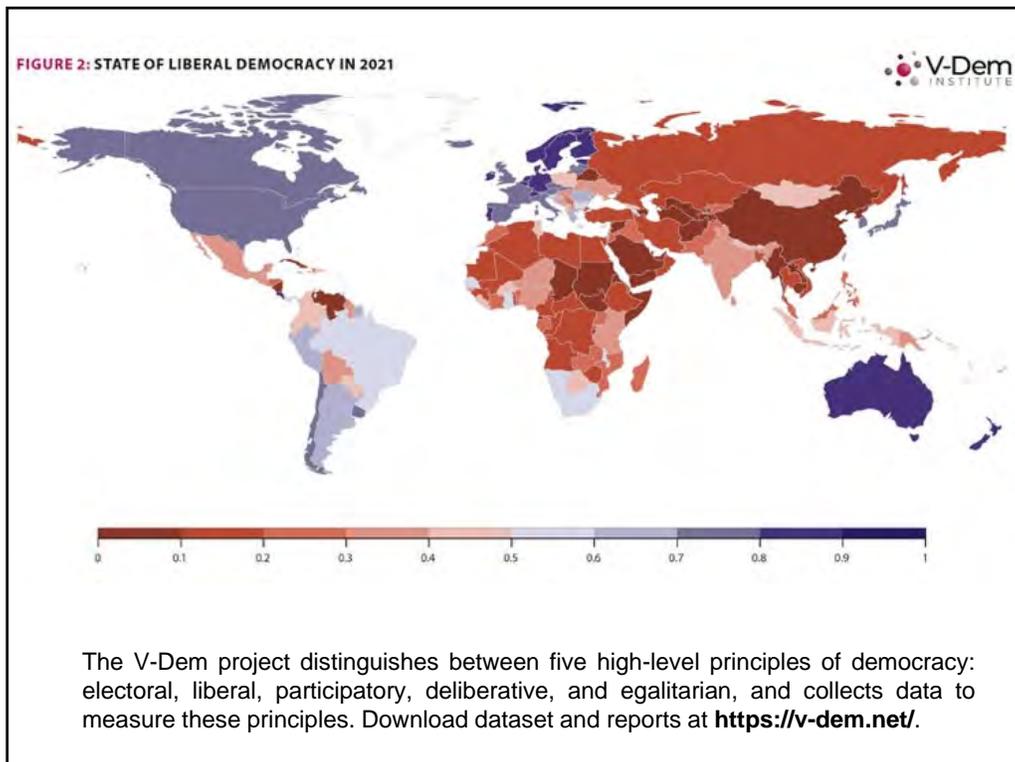


**TO THOSE
WHOSE FAITH IN DEMOCRACY
CALLS FORTH NEW METHODS
TO MAKE IT WORK**

What image comes to mind when you think of the idea or experience of *democracy*?

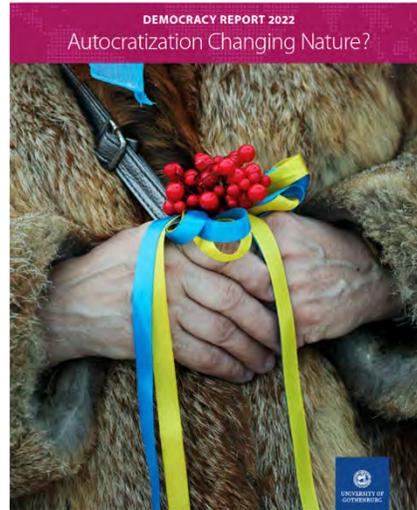


Democracy in Context



Varieties of Democracy

- Data from 1789-2021
- The level of democracy enjoyed by the average global citizen in 2021 is down to 1989 levels. The last 30 years of democratic advances are now eradicated.
- Dictatorships are on the rise and harbor 70% of the world population—5.4 billion people. “Epidemics of coups suggests autocrats are becoming bolder.
- Polarization escalates towards toxic levels in 40 countries.



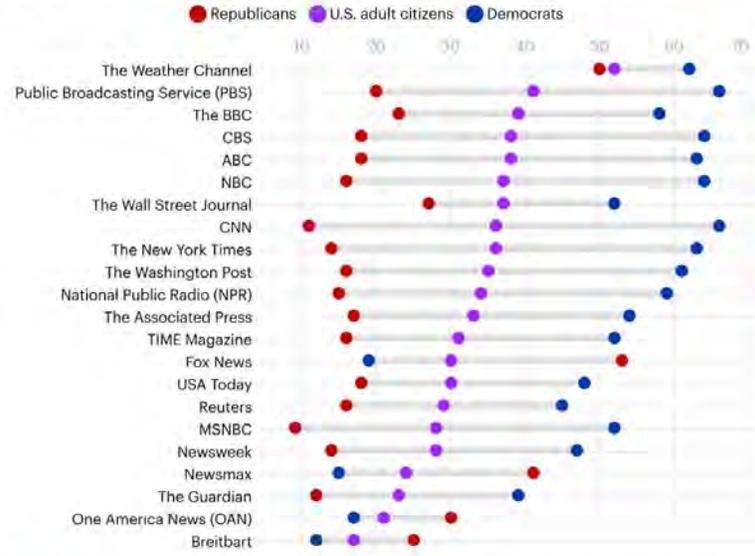
DOTS REPRESENT HOUSE MEMBERS



BUSINESS
INSIDER

Which media organizations are trusted more by Democrats and by Republicans

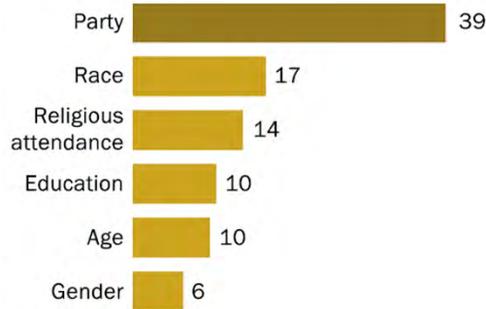
How trustworthy do you rate the news reported by the following [broadcast, print or digital] media organizations? (% who say each organization is very trustworthy or somewhat trustworthy):



YouGov | The Economist / YouGov | March 26 - 28, 2021 | (not the date)

Partisan gaps dwarf race, education, other differences in political values

Average percentage point gap across 30 political values items by ...



Notes: Indicates average gap between the share of two groups taking the same position across 30 values items. Party=difference between Rep/Lean Rep and Dem/Lean Dem. Race=white non-Hispanic vs. black non-Hispanic. Religious attendance=attend religious services weekly or more vs. attend less often. Education=college grad vs. non-college grad. Age=18-49 vs. 50+. Source: Survey of U.S. adults conducted Sept 3-15, 2019.

PEW RESEARCH CENTER

Ideologues without Issues: The Polarizing Consequences of Ideological Identities ^{FREE}

Lilliana Mason

Public Opinion Quarterly, Volume 82, Issue S1, 2018, Pages 866–887,
<https://doi.org/10.1093/poq/nfy005>

Published: 21 March 2018

A correction has been published: *Public Opinion Quarterly*, Volume 82, Issue 4, Winter 2018, Page 793, <https://doi.org/10.1093/poq/nfz005>

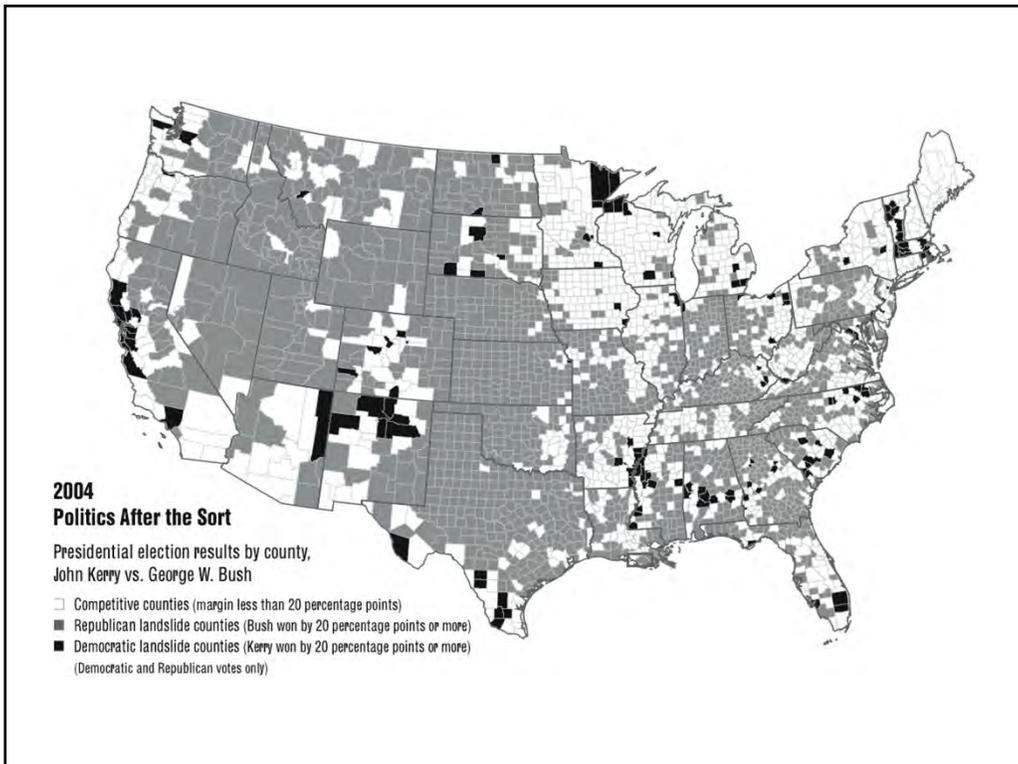
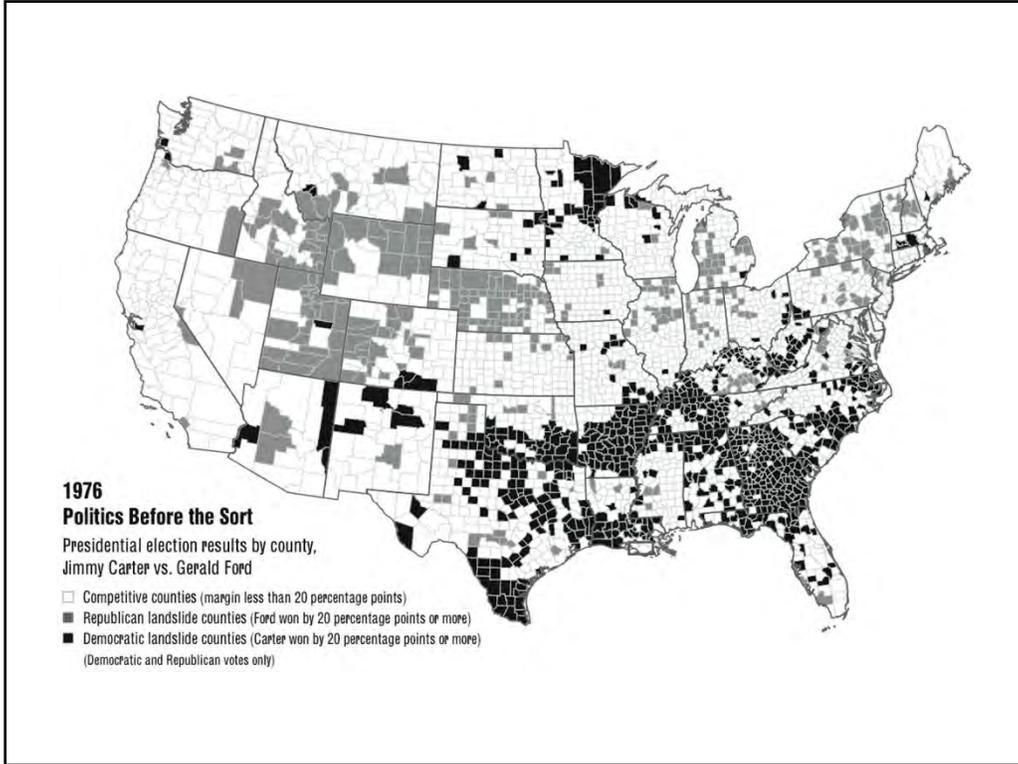
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Abstract

The distinction between a person's ideological identity and their issue positions has come more clearly into focus in recent research. Scholars have pointed out a significant difference between identity-based and issue-based ideology in the American electorate. However, the affective and social effects of these separate elements of ideology have not been sufficiently explored. Drawing on a national sample collected by SSI and data from the 2016 ANES, this article finds that the identity-based elements of ideology are capable of driving heightened levels of affective polarization against outgroup ideologues, even at low levels of policy attitude extremity or constraint. These findings demonstrate how Americans can use ideological terms to disparage political opponents without necessarily holding constrained sets of policy attitudes.

Think about your own communities, neighborhoods, workplaces, or classrooms.

- What does it look like?
- Is there a dominant or homogenous political, cultural, or religious identity?
- Are you part of that culture? Or are you, in some way, part of a minority?

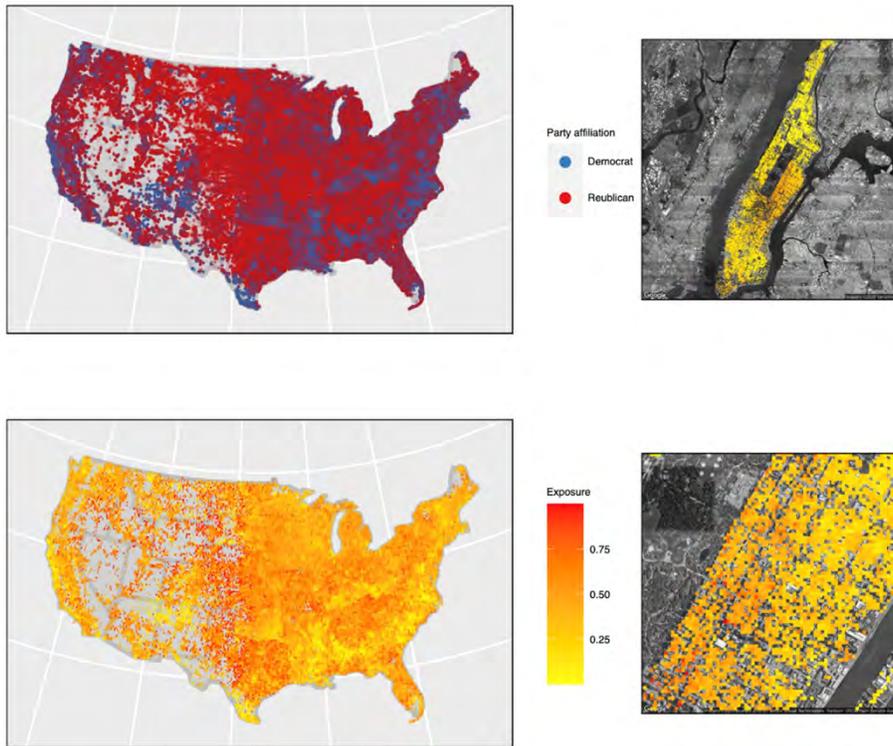


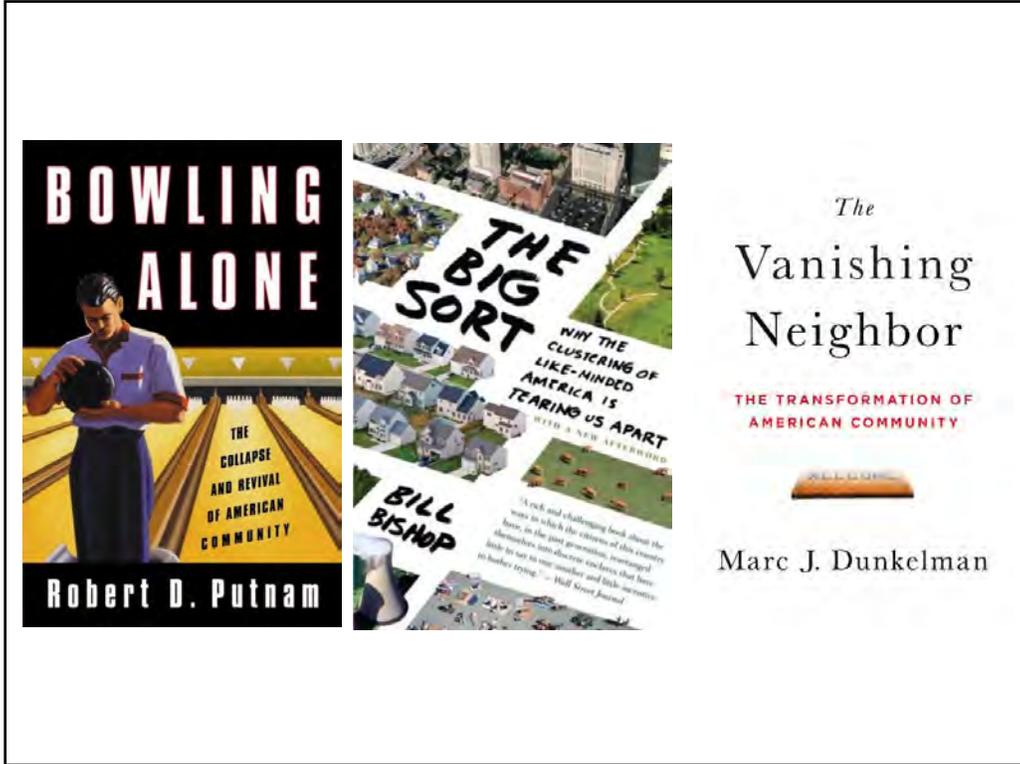
The measurement of partisan sorting for 180 million voters

Jacob R. Brown^{1,2} and Ryan D. Enos^{1,2}

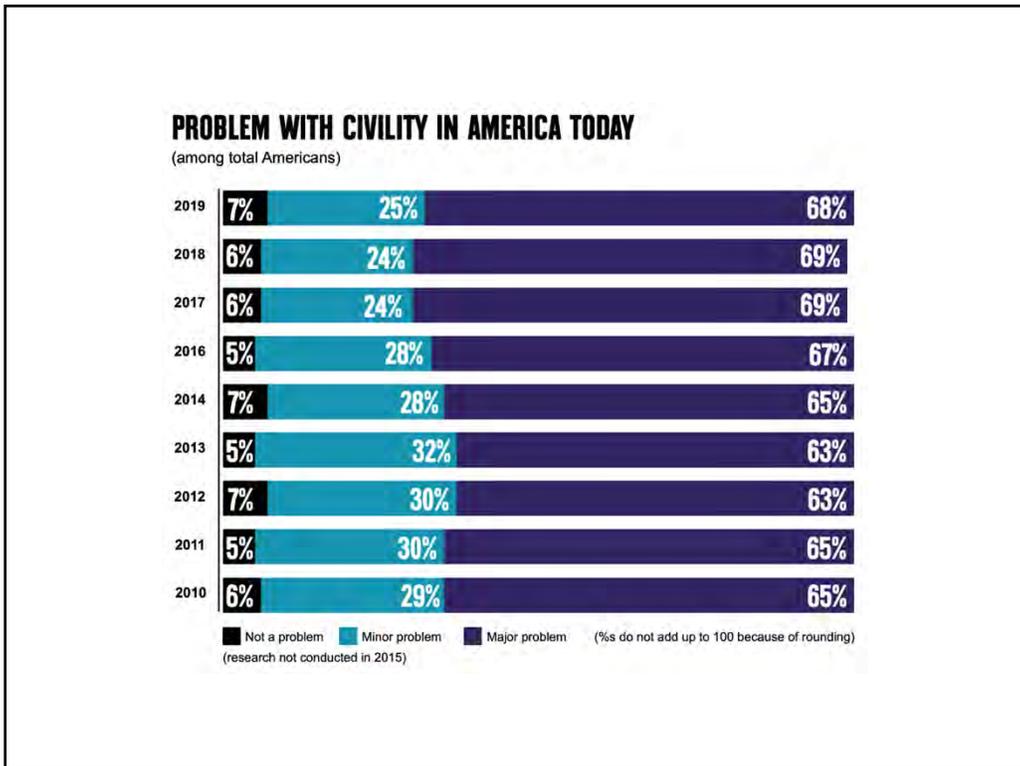
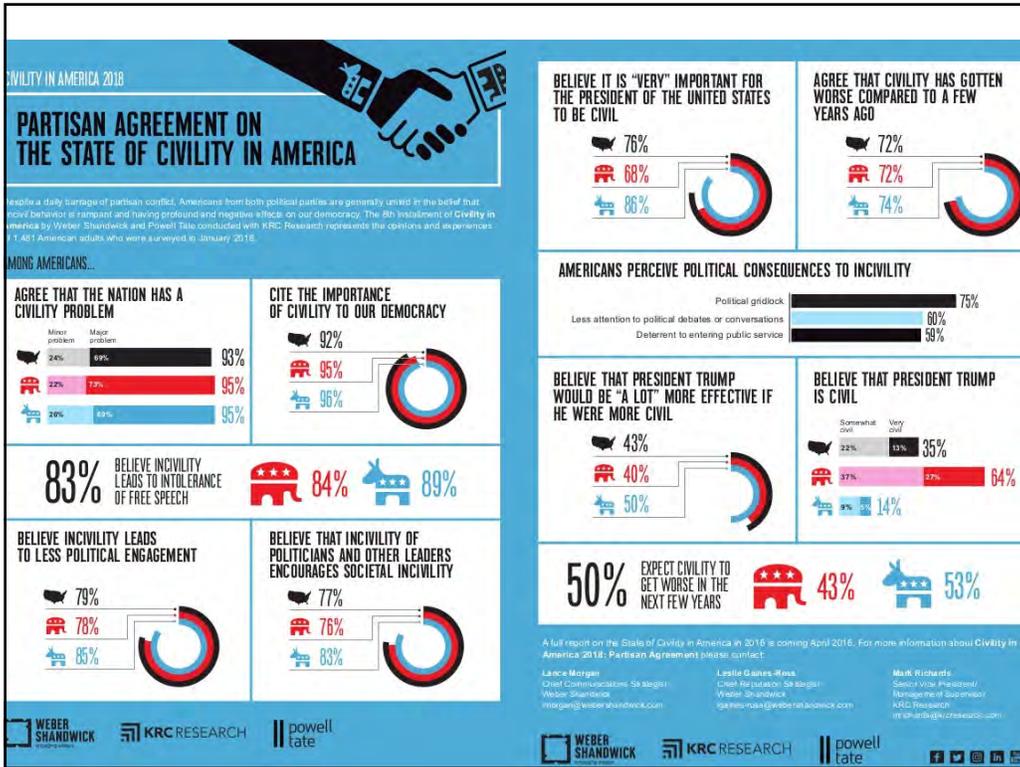
Segregation across social groups is an enduring feature of nearly all human societies and is associated with numerous social maladies. In many countries, reports of growing geographic political polarization raise concerns about the stability of democratic governance. Here, using advances in spatial data computation, we measure individual partisan segregation by calculating the local residential segregation of every registered voter in the United States, creating a spatially weighted measure for more than 180 million individuals. With these data, we present evidence of extensive partisan segregation in the country. A large proportion of voters live with virtually no exposure to voters from the other party in their residential environment. Such high levels of partisan isolation can be found across a range of places and densities and are distinct from racial and ethnic segregation. Moreover, Democrats and Republicans living in the same city, or even the same neighbourhood, are segregated by party.

Brown, J. R., & Enos, R. D. (2021). The measurement of partisan sorting for 180 million voters. *Nature Human Behaviour*. doi:10.1038/s41562-021-01066-z

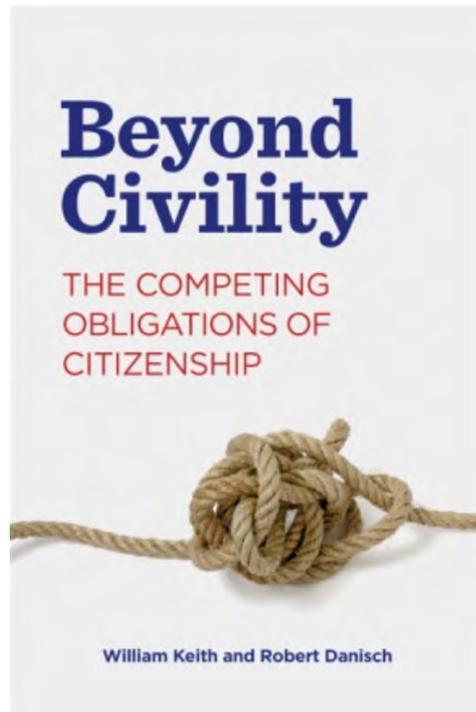
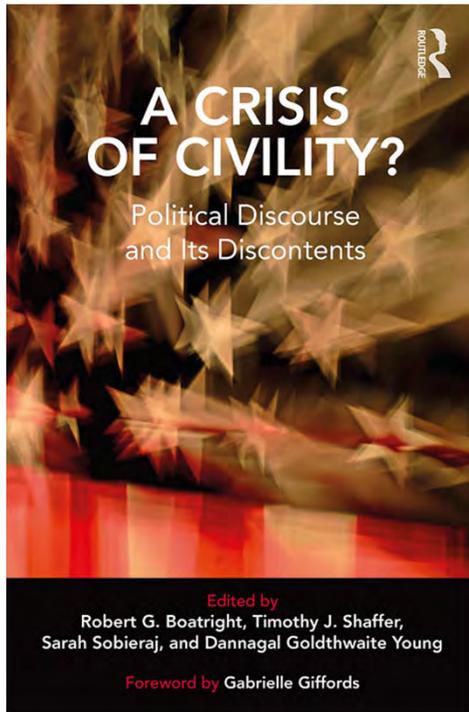




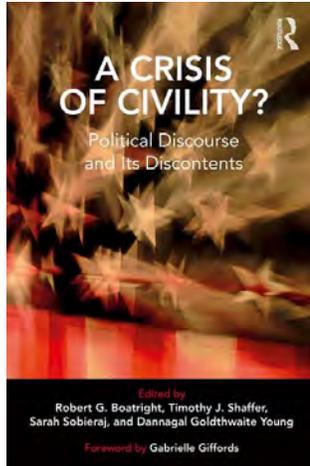
Defining Civil Discourse



How do you define
civil discourse?



What Do We Mean by Civility?



Civility as politeness

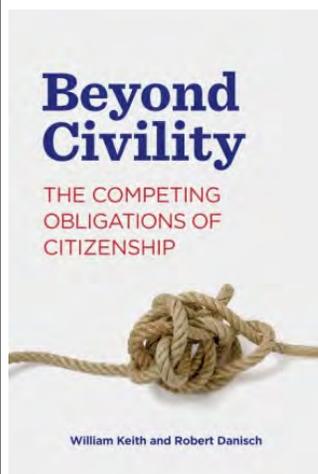
- Provides us a code of conduct or "mode of behavioral management."
- Focuses our attention on surface features of an action, rather than the motivation for the action or the nature of the action itself.
- About "manners" (the ways we do things).
- Politeness involves being polished: altering rough surfaces to make them smooth.
- Incivility is entirely a matter of being rude: of insulting others, either directly, or by using inappropriate tones of voice (OR ALL CAPS AND LOTS OF EXCLAMATION POINTS!!!).

Civility as responsiveness

- The ideal of citizenship imposes a moral, not a legal, duty—the duty of civility—to be able to explain to one another on those fundamental questions how the principles and policies they advocate and vote for can be supported by the political values of public reason.
- This duty also involves a willingness to listen to others and a fair-mindedness in deciding when accommodations to their views should reasonably be made.
- If the slogan for civility as politeness is "we can disagree without being disagreeable," then the slogan for civility as responsiveness might be "we can agree to disagree" or perhaps better, "disagreement is no reason to stop talking with one another."

Laden, A. S. (2019). Two Concepts of Civility. In R. G. Boatright, T. J. Shaffer, S. Sobieraj, & D. G. Young (Eds.), *A Crisis of Civility?: Political Discourse and Its Discontents* (pp. 9-30). New York: Routledge.

Moving Beyond Weak Civility

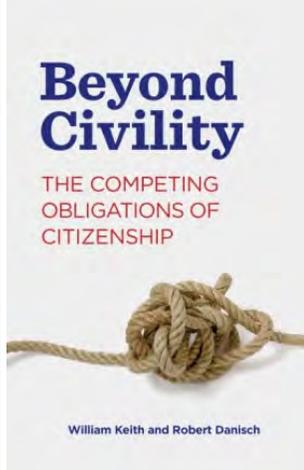


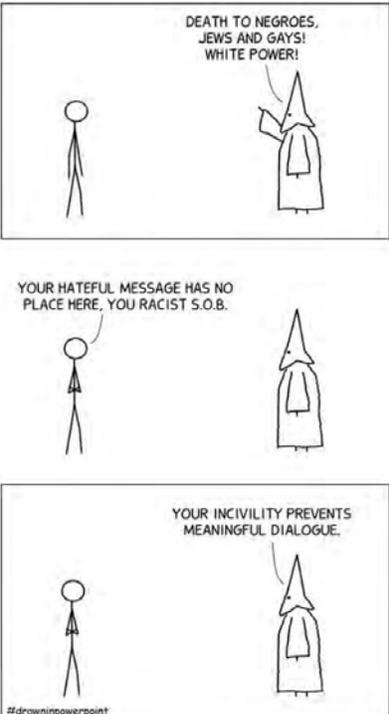
Weak civility is often equated with politeness; it allows us to strategically ignore or avoid uncomfortable differences of belief or practice.

Strong civility can be used to engage differences in a way that will deepen a sense of community; it includes deliberation, deep listening, dialogue, confrontation, protest, and civil disobedience.

Pseudo civility invokes weak civility norms against strong civility, resulting in a refusal to engage on the grounds that engaging some difference is always uncivil, even if the difference is arguably of great public and moral importance.

Moving





#drawingpowerpoint

Civility

l with politeness; it
e or avoid
relief or practice.

engage
deepen a sense of
ation, deep
on, protest, and

civility norms
g in a refusal to
ngaging some
en if the difference
moral importance.

FIGURE 1.1 Pseudocivility in action

Daniel Yankelovich

The Magic of Dialogue

TRANSFORMING CONFLICT
INTO COOPERATION

The Magic of Dialogue [should be] mandatory reading [for] anyone who seeks to overcome mistrust and misunderstanding in resolving contentious issues.
—DANIEL GOLEMAN, The New York Times Book Review

DEBATE VERSUS DIALOGUE¹

<i>Debate</i>	<i>Dialogue</i>
Assuming that there is a right answer and you have it	Assuming that many people have pieces of the answer and that together they can craft a solution
Combative: participants attempt to prove the other side wrong	Collaborative: participants work together toward common understanding
About winning	About exploring common ground
Listening to find flaws and make counterarguments	Listening to understand, find meaning and agreement
Defending assumptions as truth	Revealing assumptions for reevaluation
Critiquing the other side's position	Reexamining all positions
Defending one's own views against those of others	Admitting that others' thinking can improve on one's own

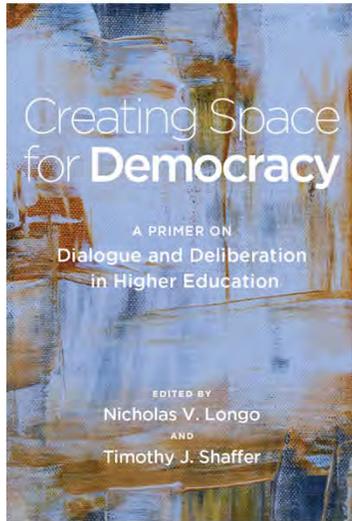
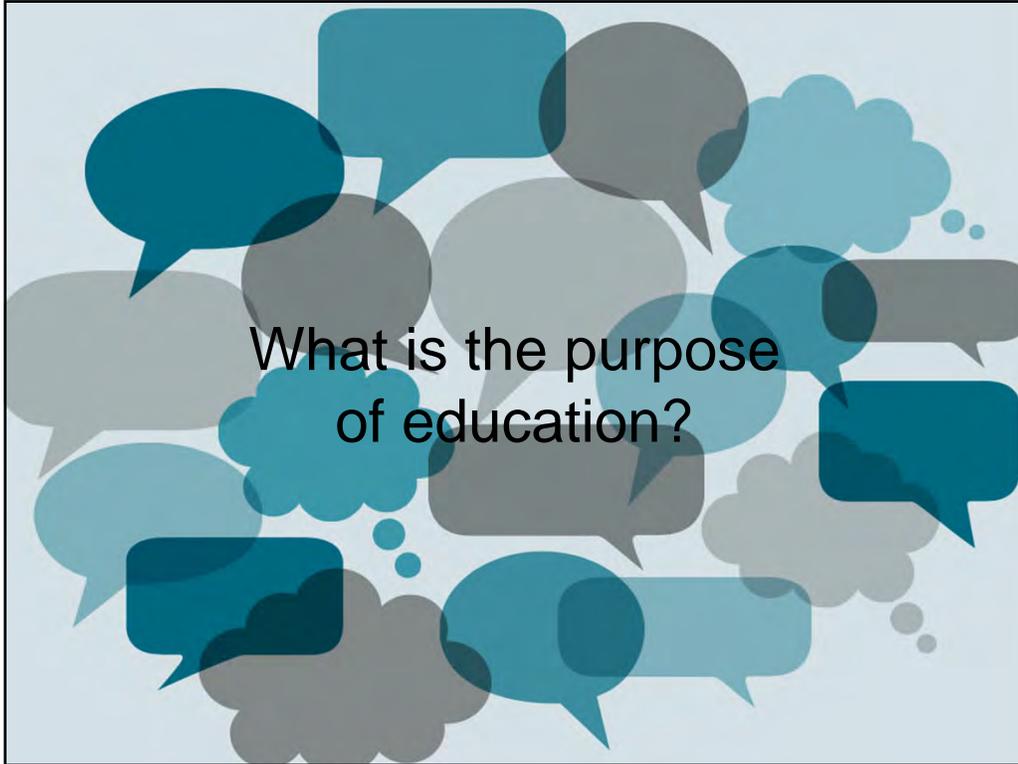


TABLE 1.1
Roots and Meanings

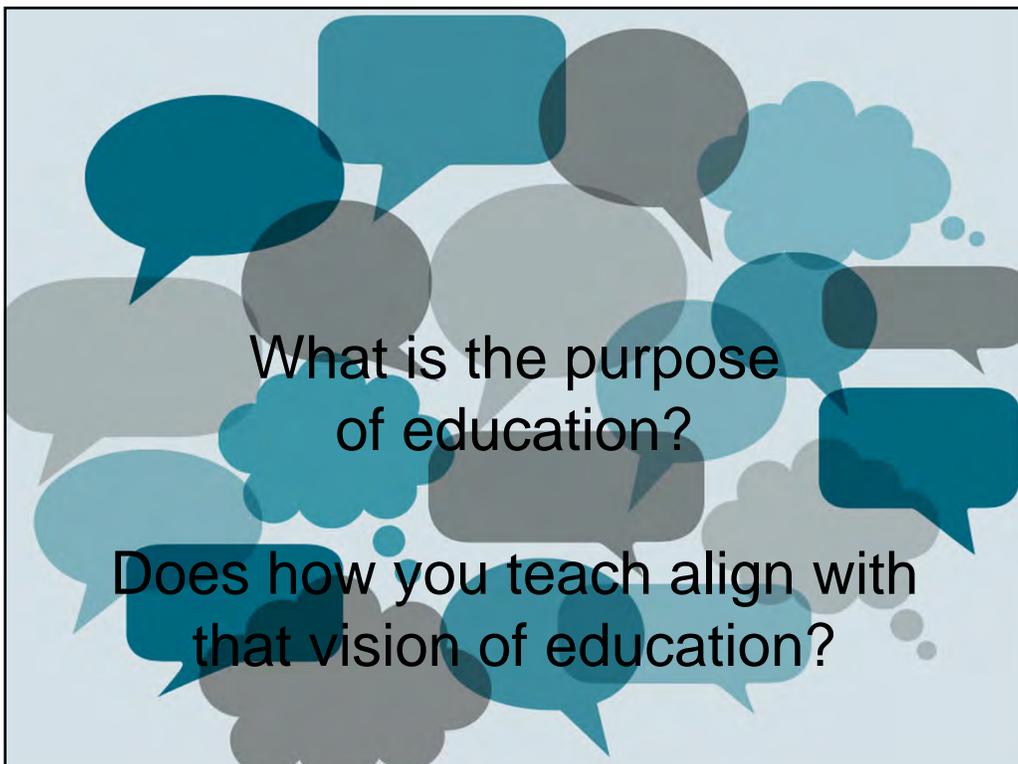
Debate	<i>De</i> = “down,” “completely” <i>Batre</i> = “to beat” <i>Debate</i> = “to fight,” “to resolve by beating down”
Discussion	<i>Dis</i> = “apart” <i>Quatere</i> = “to shake” <i>Discussion</i> = “to shake apart,” “to break apart” Same roots as <i>concussion</i> and <i>percussion</i>
Conversation	<i>Com</i> = “with” <i>Vertare</i> = “to turn” <i>Conversation</i> = “turn about with,” “keep company with,” “act of living with,” “having dealings with others”; “manner of conducting oneself in the world”
Dialogue	<i>Dia</i> = “through,” “between,” “across” <i>Logos</i> = “word,” “speech,” “meaning,” “reason,” “to gather together” <i>Dialogue</i> = “flow of meaning,” “meaning flowing”
Deliberation	<i>De</i> = “entirely,” “completely” <i>Librare</i> = “to balance, weigh” (from <i>libra</i> : “scale”) <i>Deliberare</i> = “weigh, consider well”

Source: Escobar (2011).

What are the challenges to civil discourse in the spaces where you have leadership and/or influence?

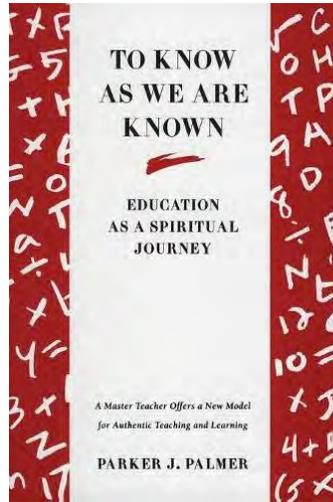


What is the purpose
of education?



What is the purpose
of education?

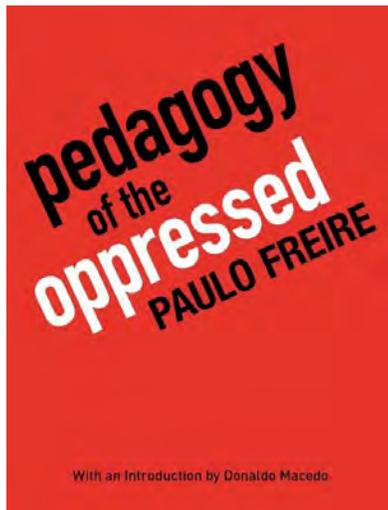
Does how you teach align with
that vision of education?



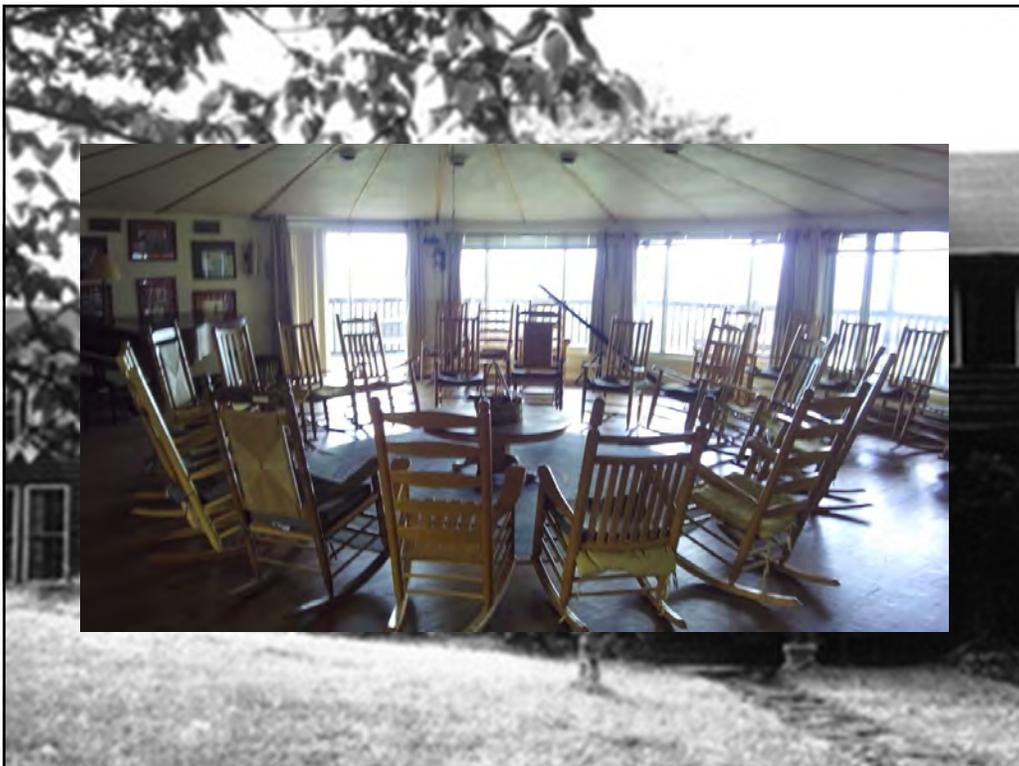
“To teach is to create a space.... A learning space has three major characteristics, three essential dimensions: openness, boundaries, and air of hospitality.”

–Parker Palmer

Education as “Banking”



- Students are containers and receptacles to be filled by the teacher.
- “In the banking concept of education, knowledge is a gift bestowed by those who consider themselves knowledgeable upon those whom they consider to know nothing.”
- “The more students work at storing the deposits entrusted to them, the less they develop the critical consciousness which would result from their intervention in the world as transformers of that world.



<u>Instructional Paradigm</u>	<u>Learning Paradigm</u>	<u>"Collaborative Paradigm"</u>
The faculty determines the content and delivers information to students.	The faculty creates a learning environment in which students learn through active and collaborative teaching and learning practices.	The faculty, students, and community partners collaboratively determine the content to be covered, the way in which the content is best learned, and are collectively responsible for learning.
Provide/deliver instruction	Produce learning	Co-create learning
Transfer knowledge from faculty to students	Elicit student discovery and construction of knowledge	Facilitate collaborative discovery and co-construction of knowledge
Covering material	Specified learning results	Co-determine the learning outcomes and collaborate in the modes of instruction and assessment
Measuring Content	Facilitating learning of content	Using content for real-world engagement
Faculty are primarily lecturers	Faculty are primarily designers of learning methods and environments	Faculty facilitate collaborative process with students & community partners to determine learning methods and create learning environments
Teacher-to-Student	Teacher-with-Student	Ecology of Education

What We Know About Campus Climate Regarding Speech

1. Students say that (when politics come up in class) the majority of their UNC professors do try to discuss both sides of political issues and encourage opinions from across the political spectrum.
2. The current campus climate does not consistently promote free expression and constructive dialogue across the political spectrum.
 - ▶ Some students even worry their course grades might be affected, and a substantial proportion of students—24.1% (liberal) to 67.9% (conservative) depending on student ideology—report engaging in self-censorship.
 - ▶ A substantial proportion of students—over 25%—reported that they would endorse blocking or interrupting events featuring speakers with whom they disagree.
3. Although students across the political spectrum report facing challenges related to free expression, these challenges seem to be more acute for students who identify as conservative.
4. Students across the political spectrum want more opportunities to engage with those who think differently.

Larson, Jennifer, Mark McNeilly, and Timothy J. Ryan. "Free Expression and Constructive Dialogue at the University of North Carolina at Chapel Hill." Chapel Hill, NC: University of North Carolina at Chapel Hill, 2020.

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What do we mean by civility?

▶ Civility as politeness

- ▶ Provides us a code of conduct or "mode of behavioral management."
- ▶ Focuses our attention on surface features of an action, rather than the motivation for the action or the nature of the action itself.
- ▶ About "manners" (the ways we do things).
- ▶ Politeness involves being polished: altering rough surfaces to make them smooth.
- ▶ Incivility is entirely a matter of being rude: of insulting others, either directly, or by using inappropriate tones of voice (OR ALL CAPS AND LOTS OF EXCLAMATION POINTS!!!).

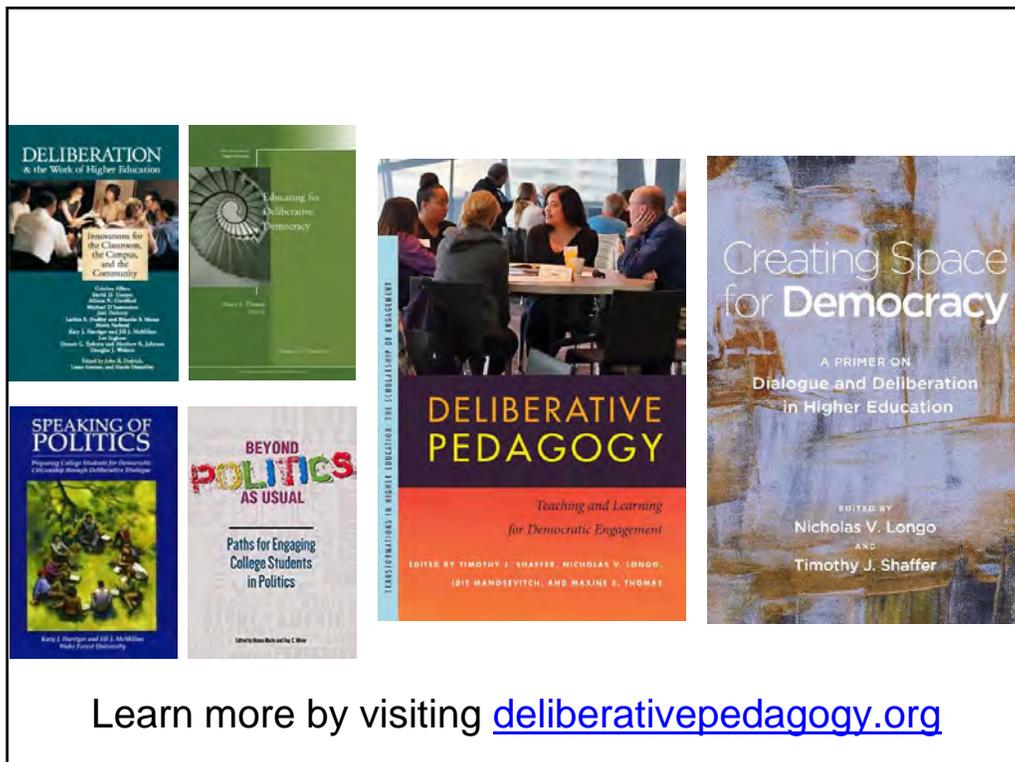
▶ Civility as responsiveness

- ▶ The ideal of citizenship imposes a moral, not a legal, duty—the duty of civility—to be able to explain to one another on those fundamental questions how the principles and policies they advocate and vote for can be supported by the political values of public reason.
- ▶ This duty also involves a willingness to listen to others and a fair-mindedness in deciding when accommodations to their views should reasonably be made.
- ▶ If the slogan for civility as politeness is "we can disagree without being disagreeable," then the slogan for civility as responsiveness might be "we can agree to disagree" or perhaps better, "disagreement is no reason to stop talking with one another."

Laden, A. S. (2019). Two Concepts of Civility. In R. G. Boatright, T. J. Shaffer, S. Sobieraj, & D. G. Young (Eds.), *A Crisis of Civility?: Political Discourse and Its Discontents* (pp. 9-30). New York: Routledge.



So What's Deliberative Pedagogy, Anyway?



Learn more by visiting deliberativepedagogy.org

What is Deliberative Pedagogy?

- ▶ Deliberative pedagogy is a democratic educational process and a way of thinking that encourages students to encounter and consider multiple perspectives, weigh trade-offs and tensions, and move toward action through informed judgment.
- ▶ It is simultaneously a way of teaching that is itself deliberative and a process for developing the skills, behaviors, and values that support deliberative practice.
- ▶ Perhaps most important, the work of deliberative pedagogy is about space-making: creating and holding space for authentic and productive dialogue, conversations that can ultimately be not only educational but also transformative.

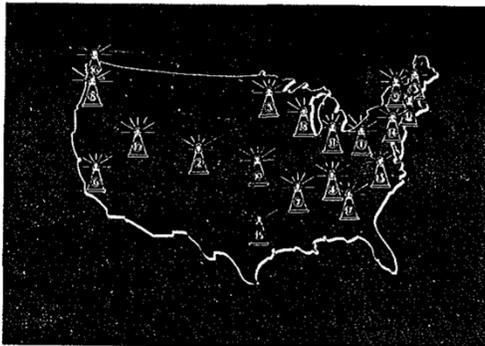
..... BEACON LIGHTS of DEMOCRACY

By JOHN W. STUDEBAKER
United States Commissioner of
Education

The future of democracy is topic number one in the animated discussion going on all over America. In the Legislatures, over the radio, at the luncheon table, in the drawing rooms, at meetings of forums and in all kinds of groups of citizens everywhere, people are talking about the democratic way of life. They are defining it; considering its application to economic as well as political life; and comparing it with other conceptions and programs of social organization. There is a new awareness of the dangers which beset popular government. Here is a growing appreciation of personal liberties.

The old apathy concerning government and public affairs is giving way to a vital interest in the problems of general welfare. This is a good sign. The aroused public interest must be nurtured with opportunities for free expression in public discussions in every city, town and rural district.

Education Moves Forward
Simple, understandable books and pamphlets representing all shades of opinion should be circulated among the people. The radio should develop more extensive programs of presenting speeches, debates, symposiums and panel discussions on the important questions of the day, so that more and better time is allotted for these purposes, always giving the fairest possible balance to various points of view regardless of the necessity of fact.



- | | |
|------------------------------------|------------------------------------|
| (1) West Virginia, Morgantown *** | (10) Kansas, Wichita ** |
| (2) Colorado, Colorado Springs *** | (11) Ohio, Dayton * |
| (3) New Hampshire, Manchester * | (12) Connecticut, Stamford *** |
| (4) Tennessee, Chattanooga ** | (13) North Carolina, Goldsboro *** |
| (5) Minnesota, Minneapolis * | (14) Pennsylvania; Lansdowne ** |
| (6) California, Santa Ana ** | (15) Texas, El Paso *** |
| (7) Arkansas, Little Rock ** | (16) Washington, Seattle * |
| (8) Oregon, Portland * | (17) Georgia, Atlanta * |
| (9) New York, Schenectady ** | (18) Wisconsin, Milwaukee * |
| | (19) Utah, Ogden * |

wrote down with emphasis, "current issues."

I still have the notes he made on a scratch pad as he described what he saw as the potential value of a nationwide program of public discussion and of plans by which its control might be kept close to the local communities. After a half-hour in which I was inspired by his vision of the relation of education to popular government and amazed at his grasp of the technical procedures for managing truly educative discussion, he claimed exuberantly:

"I'd like to be a forum leader myself!"

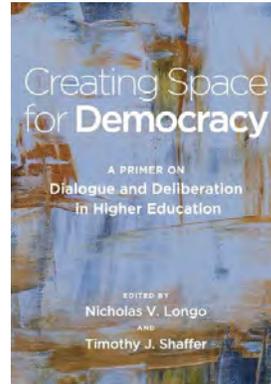
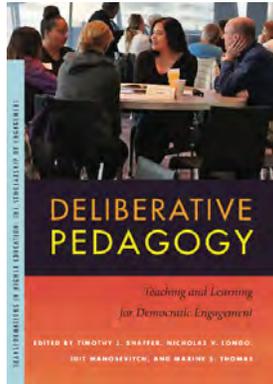
Antidote For Dictatorship

The demonstration centers were not established as a routine matter of giving a little temporary Federal aid to education in its effort to serve the adult community. They were a response to a deeply rooted philosophy of democratic government, which is cherished by the President and which he believes shared by the great majority of the people of this nation. These demonstrations of vital adult education through free, locally controlled public discussion were visualized by the President as a part of the offensive against the world-wide drift toward dictatorship.

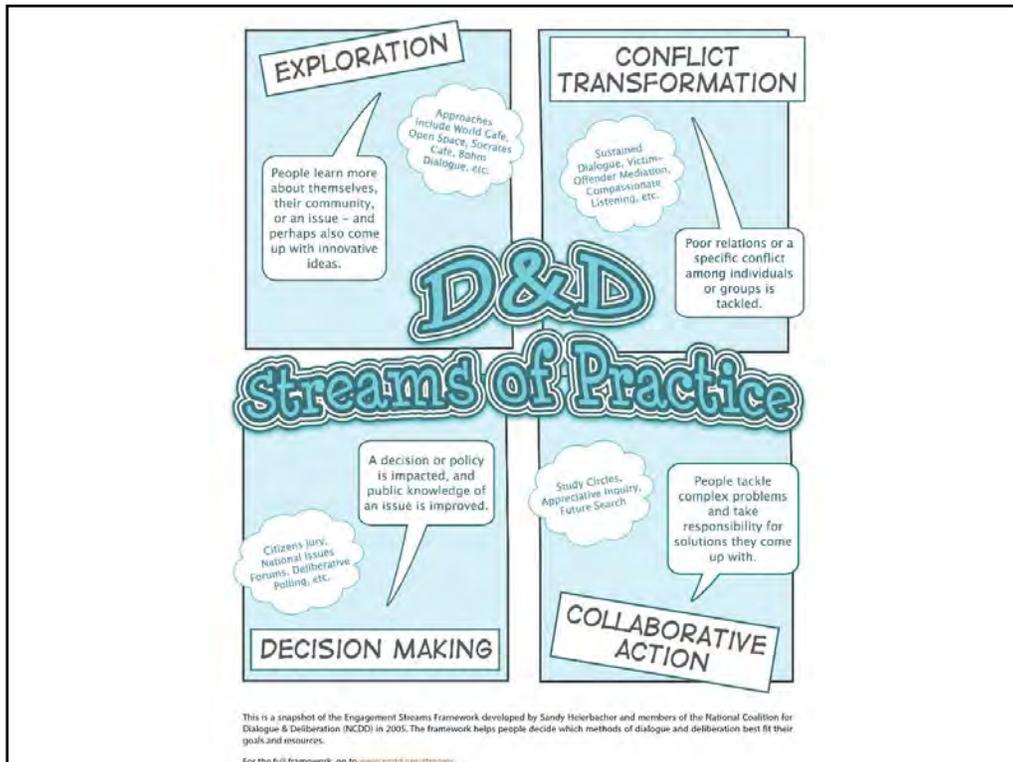
He expressed his conviction again recently in a letter which he sent me to read to the school superintendents in their annual national convention in New Orleans. In the letter he wrote:

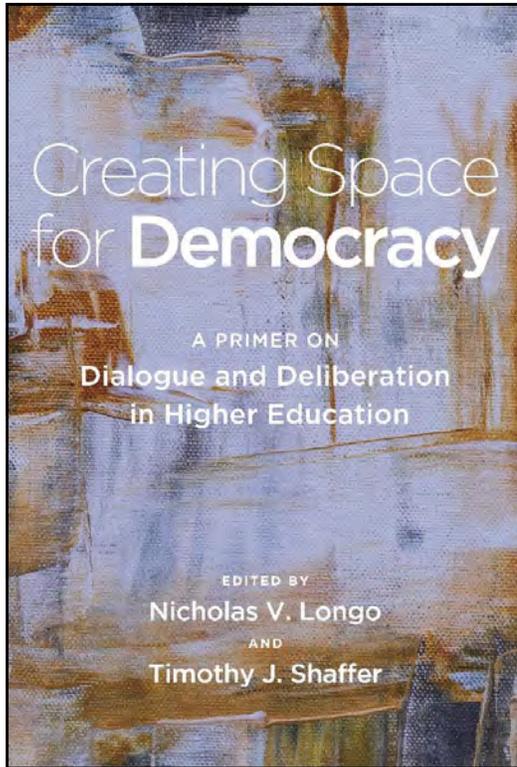
"I hope you will give special attention to the central problem before our country and the world.

Deliberative Pedagogy Lab

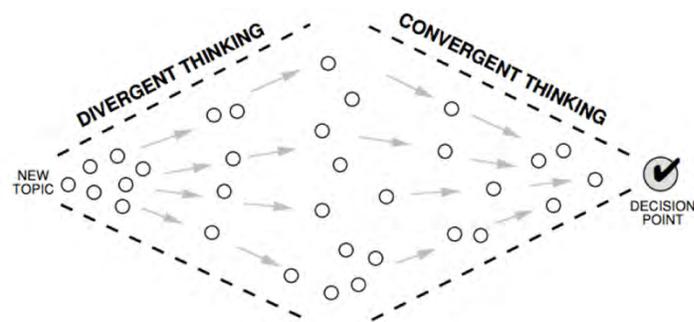
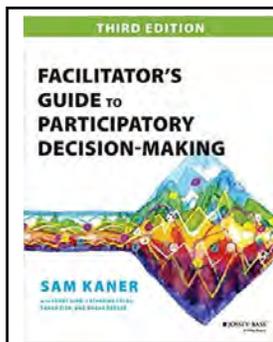


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Engagement Streams Dialogue and Deliberation Practices*									
Process	Explanation	Conflict Resolution	Decision-Making	Collaborative Action	Role of Facilitator	Size of Group	Type of Session	Participant Selection	
Reflective Structured Dialogue (Essential Partners)	✓✓✓	✓			Works collaboratively to design a process and prepare participants, de-centered from the conversation	Single or multiple circles of 4 to 12	Multiple or single 1.5- to 2.5-hour sessions, but could be shortened	Preexisting groups in conflict or a dynamic of silence or avoidance	
Dialogue to Change (Everyday Democracy)	✓		✓	✓✓✓	Diverse local facilitators guide community members through dialogue, deliberation, and action with a racial equity lens	Up to hundreds meeting in separate small groups of 8 to 12; all come together later for Action Forum	Four to six 2-hour sessions	Open; recruit for reciprocity/interest	
Sustained Dialogue (Sustained Dialogue Institute)	✓	✓		✓✓✓	Leads group through committing to talk openly, relationship-building, brainstorming, and action planning	Eight to 15	Series of at least seven 1-hour or longer sessions	Open to people able to commit to ongoing process over a span of weeks or months	
Intergroup Dialogue (The Program on Intergroup Relations)	✓	✓✓✓		✓	Five cofacilitators lead the group through the 4-stage dialogue model over the course of the semester; lead activities, respond to journals, help surface and process conflict in the group, and model dialogic inquiry for their peer participants	Twelve to 16 student participants divided into two groups, each representing a privileged or marginalized social identity category; two student cofacilitators, each representing one group in the dialogue	One 3-hour session per week for 12 to 14 weeks	Students in course rank three dialogue topics (e.g. gender, race, educational justice); Intergroup Relations then sends students into dialogues based upon interest and availability of facilitators	
Story Circles (Lundberg Productions)	✓✓✓	✓		✓	Introduces and guides the process, offers prompt for stories, shares story as well, ensures adherence to values and agreements	Circle is best with 4 to 8; can do any number of circles	Thirty to 40 minutes in smaller circles, and then 30 to 40 for processing/discussion	Open	
Deliberative Forum (National Issues Forums)	✓	✓	✓✓✓		Leads participants through discussion guide and reflections	Twelve to 30; smaller meetings with breakout groups	Two hours or series of shorter sessions	Open or among preexisting group	
Exploratory Discussion (Interactivity Foundation)	✓✓✓		✓		Organizes the discussion event, introduces the topic and process, offers discussion prompts, guides discussions through exploration of topic and guidebook; encourages agreed-upon discussion guidelines	Six to 8 people; can be adjusted to accommodate larger or smaller groups	Multiple or single 1.5- to 2.5-hour sessions, but can be modified	Open	



- | | | |
|--------------------------------|-----|-------------------------------|
| DIVERGENT THINKING | vs. | CONVERGENT THINKING |
| Generating a list of ideas | | Sorting ideas into categories |
| Free-flowing open discussion | | Summarizing key points |
| Seeking diverse points of view | | Coming to agreement |
| Suspending judgment | | Exercising judgment |

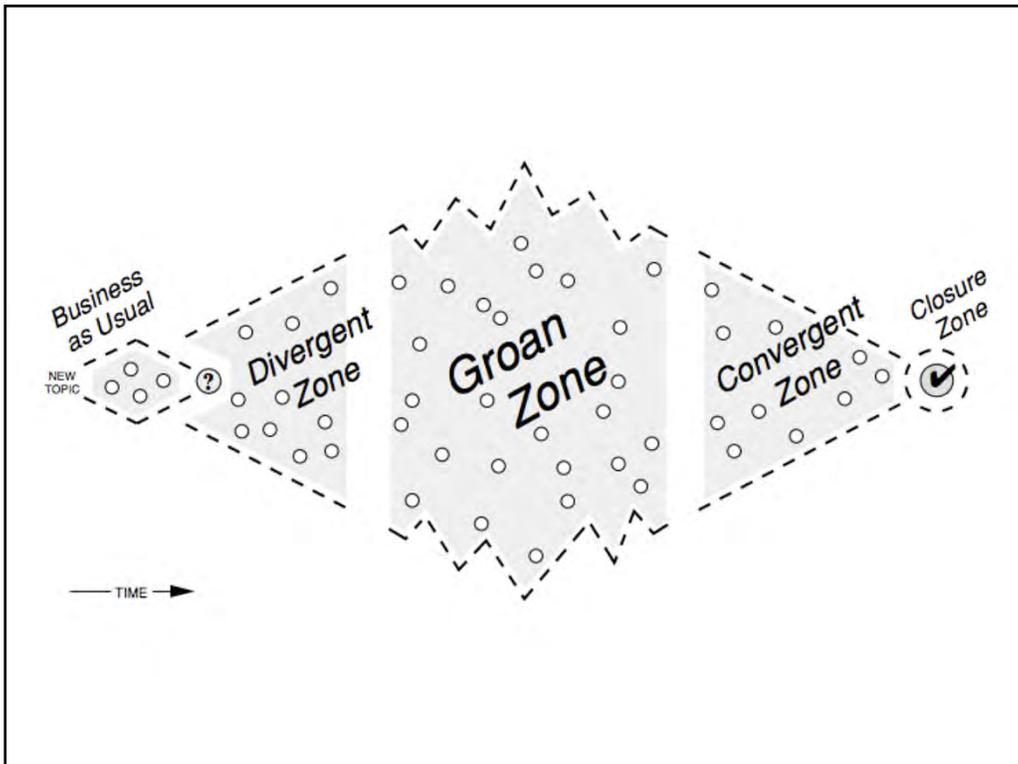
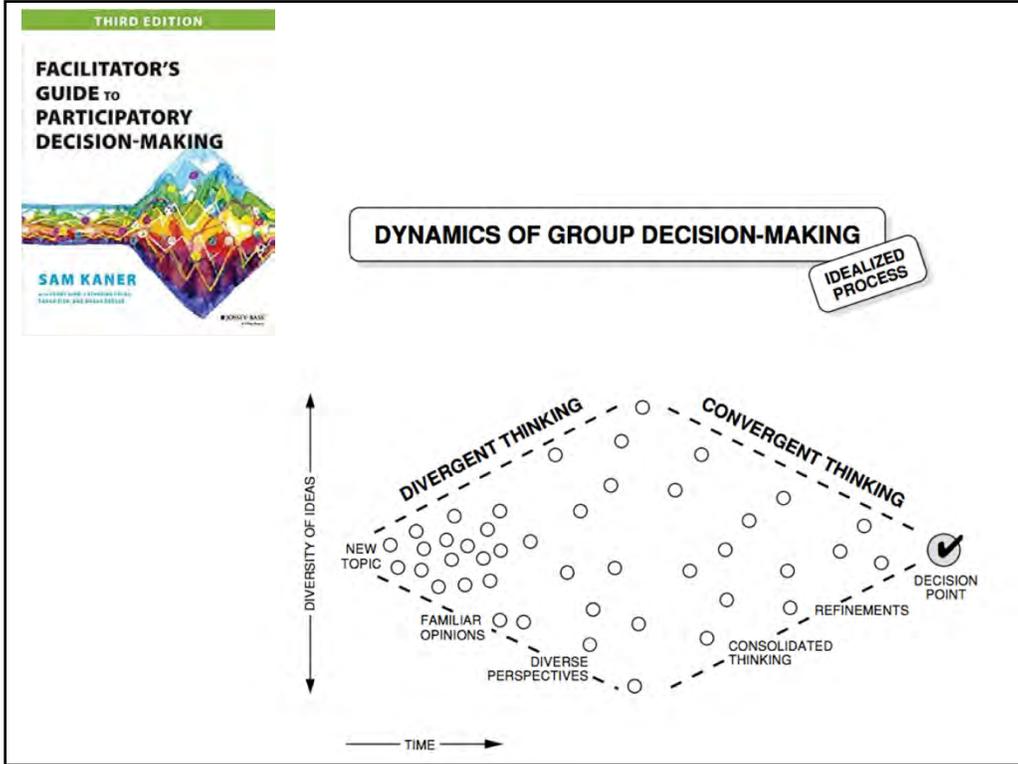


Table 1. Key Concepts and Skills Mapped onto the Kaner Model

	DIVERGENT THINKING	WORKING THROUGH	CONVERGENT THINKING
KEY TERMS/CONCEPTS	Voice, discovery, analysis, inclusion, open-mindedness, ability to look beyond the usual suspects, diversity, deconstruction, criticism	Listening, dialogue, mutual understanding, identifying and addressing tensions/ trade-offs/ tough choices/paradoxes, issue framing/mapping	Judgment, prioritization, evaluating arguments, criticism, action planning with a broad range of stakeholders, creativity/innovation, balancing/transcending tensions, making choices
INDIVIDUAL SKILLS	Speaking, writing, self-expression, research, interviewing, perspective taking, curiosity	Listening, empathy, dialogue, asking questions	Judgment, decision-making, prioritization, discernment, action planning, collaboration, project management, argument evaluation
NECESSARY COMMUNITY/ ORGANIZATIONAL-LEVEL CAPACITIES	Culture of freedom of speech and dissent, inclusion of diverse voices in the public conversation, ready access to means of communication by all	Safe places for gathering of non-like-minded people, time to work through properly, quality facilitators to support smaller groups, quality framing and process design	Collaborative capacity, legitimate conveners, mediating institutions/ backbone organizations, data evaluation

LEARNING OUTCOMES	ENTRY LEVEL: SELF-AFFIRMING	LEVEL ONE: BENCHMARK ABSORBING	LEVEL TWO: MILESTONE PROCESSING	LEVEL THREE: CAPSTONE DELIBERATING
	Collaboration	Prioritizes one's self-interest and opinions.	Begins to engage in political discourse, comparing one's own self-interested position to others' self-interested positions.	Recognizes that in a democracy, perspectives may differ; demonstrates tolerance.
Reason Giving	Affirms one's own opinions or positions without offering evidence.	Recognizes the importance and use of evidence to support positions.	Evaluates the strengths and weaknesses of different types of evidence.	Uses complex reasoning to balance different types of evidence in own and others' arguments.
Synthesis of Ideas and Information	Uses ideas and positions that affirm one's own position.	Primarily uses summary and paraphrase to consider other positions.	Critically analyzes positions in light of individual, community, and global realities.	Analyzes and crystallizes a variety of positions to draw out conclusions for the community good.
Understanding of Trade-Offs and Tensions	Seeks solutions that do not recognize the tradeoffs or tensions in a position.	Recognizes that there are trade-offs and tensions in public decisions but may minimize those associated with one's own position.	Identifies various things that are valued for a given issue; weighs trade-offs and tensions for different groups in the community.	Prioritizes values in tension by articulating the trade-offs and benefits of choices, and identifying preferred choices for the community.
Reflection	Maintains position without engaging other perspectives.	Pauses in decision-making; uses active listening skills to better understand other positions.	Reconsiders or modifies a position in light of new information or perspectives.	Recognizes information as situational and contingent; applies new insights to create innovative options for addressing a problem.
Awareness of Relationships	Focuses on self without engaging others in the community.	Tends to prioritize self in relation to the community.	Acknowledges and recognizes diverse opinions in the community.	Considers the complexity of community relationships.
Empathy	Others' lived experiences and perspectives are not or rarely considered.	Acknowledges that others have different lived experiences and perspectives.	Willing to listen to and shows interest in others' lived experiences and perspectives.	Understands different perspectives and demonstrates willingness to work through differences or disagreements.



DELIBERATIVE PEDAGOGY

Teaching and Learning for Democratic Engagement

EDITED BY TIMOTHY J. SHAFFER, NICHOLAS V. LONGO, IDIT MANOSEVITCH, AND MAXINE S. THOMAS

TRANSFORMATIONS IN HIGHER EDUCATION: THE SCIENCE OF ENGAGEMENT

Table 1. Deliberative Pedagogy Learning Outcomes (DPLO) Rubric

LEARNING OUTCOMES	ENTRY LEVEL: SELF-AFFIRMING	LEVEL ONE: BENCHMARK ABSORBING	LEVEL TWO: MILESTONE PROCESSING	LEVEL THREE: CAPSTONE DELIBERATING
Collaboration	Prioritizes one's self-interest and opinions.	Begins to engage in political discourse, comparing one's own self-interested position to others' self-interested positions.	Recognizes that in a democracy, perspectives may differ; demonstrates tolerance.	Understands civic responsibility and demonstrates a commitment to work with others to come to shared decisions.
Reason Giving	Affirms one's own opinions or positions without offering evidence.	Recognizes the importance and use of evidence to support positions.	Evaluates the strengths and weaknesses of different types of evidence.	Uses complex reasoning to balance different types of evidence in own and others' arguments.
Synthesis of Ideas and Information	Uses ideas and positions that affirm one's own position.	Primarily uses summary and paraphrase to consider other positions.	Critically analyzes positions in light of individual, community, and global realities.	Analyzes and crystallizes a variety of positions to draw out conclusions for the community good.

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Examples from the Sciences



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J. Microbiol. Biol. Educ., 2018, 19(1): 19.1-18.

Published online 2018 Mar 30. doi: [10.1128/jmbe.v19i1.1494](https://doi.org/10.1128/jmbe.v19i1.1494)

PMCID: PMC5969398

PMID: 29904512

Encouraging Science Communication through Deliberative Pedagogy: A Study of a Gene Editing Deliberation in a Nonmajors Biology Course [±]

Sara A. Mehlretter Drury,^{1*} Anne Gibson Bost,² Laura M. Wysocki,³ and Amanda L. Ingram²

* Author information * Article notes * Copyright and License information [Disclaimer](#)

CURRICULUM, INSTRUCTION, AND PEDAGOGY ARTICLE

Front. Public Health, 28 May 2018 | <https://doi.org/10.3389/fpubh.2018.00155>

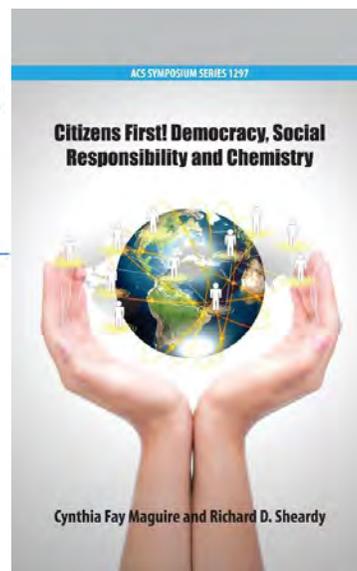


Developing an Undergraduate Public Health Introductory Core Course Series

Denise C. Nelson-Hurwitz¹, Michelle Tagorda², Lisa Keht¹, Opal V. Buchthal¹ and Kathryn L. Braun¹

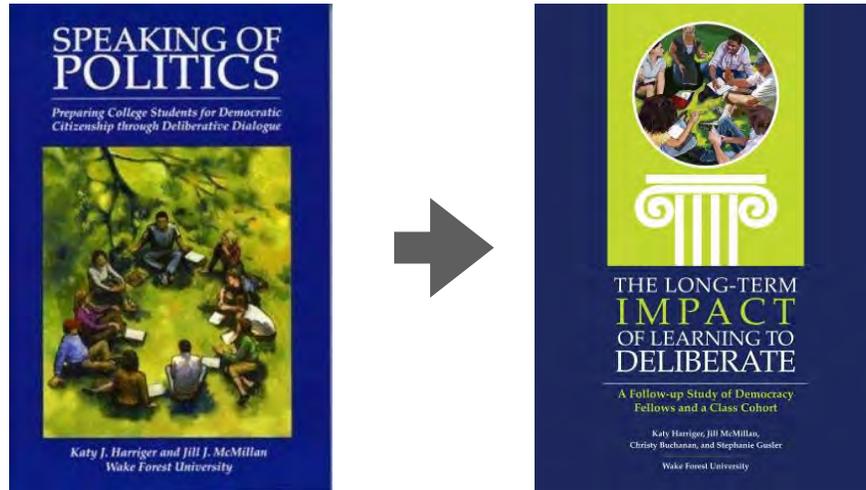
¹Office of Public Health Studies, University of Hawai'i at Mānoa, Honolulu, HI, United States

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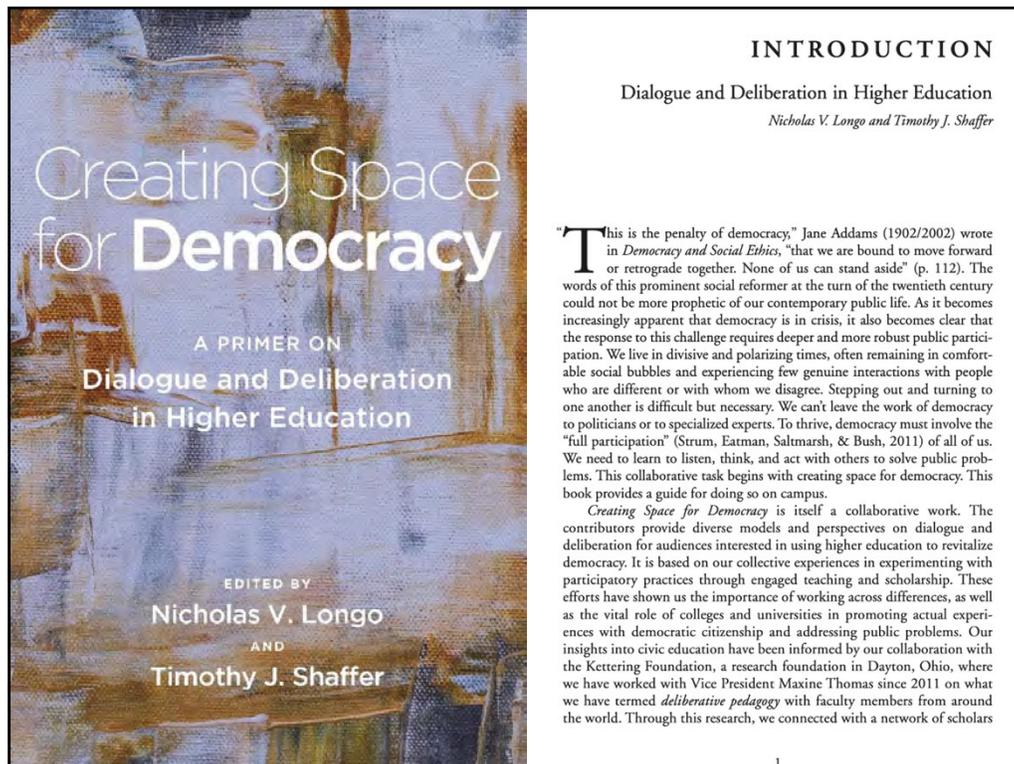
Does it Matter in the Longterm?



Does it Matter in the Longterm?



What is a challenge in your educational space(s) when it comes to engaging in democratic discourse (and, if applicable, action)? And what will you do about it?



INTRODUCTION

Dialogue and Deliberation in Higher Education

Nicholas V. Longo and Timothy J. Shaffer

This is the penalty of democracy," Jane Addams (1902/2002) wrote in *Democracy and Social Ethics*, "that we are bound to move forward or retrograde together. None of us can stand aside" (p. 112). The words of this prominent social reformer at the turn of the twentieth century could not be more prophetic of our contemporary public life. As it becomes increasingly apparent that democracy is in crisis, it also becomes clear that the response to this challenge requires deeper and more robust public participation. We live in divisive and polarizing times, often remaining in comfortable social bubbles and experiencing few genuine interactions with people who are different or with whom we disagree. Stepping out and turning to one another is difficult but necessary. We can't leave the work of democracy to politicians or to specialized experts. To thrive, democracy must involve the "full participation" (Strum, Eatman, Saltmarsh, & Bush, 2011) of all of us. We need to learn to listen, think, and act with others to solve public problems. This collaborative task begins with creating space for democracy. This book provides a guide for doing so on campus.

Creating Space for Democracy is itself a collaborative work. The contributors provide diverse models and perspectives on dialogue and deliberation for audiences interested in using higher education to revitalize democracy. It is based on our collective experiences in experimenting with participatory practices through engaged teaching and scholarship. These efforts have shown us the importance of working across differences, as well as the vital role of colleges and universities in promoting actual experiences with democratic citizenship and addressing public problems. Our insights into civic education have been informed by our collaboration with the Kettering Foundation, a research foundation in Dayton, Ohio, where we have worked with Vice President Maxine Thomas since 2011 on what we have termed *deliberative pedagogy* with faculty members from around the world. Through this research, we connected with a network of scholars

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