

DEEP 201: APPROACHES, FRAMEWORKS, AND CONCEPTS

- Wicked Problems and the Participatory Decision-Making Model (Kaner/Carcasson)
- Cognitive Hygiene and Cognitive Command (Aiken/Talisse)
- Aims and Best Practices of the Political Classroom (Hess/McAvoy)
- Humane Instincts and Deliberative Dispositions
- Types of Listening and Streams of Engagement
- Goals of Deliberation Framework

WICKED PROBLEMS AND THE PARTICIPATORY DECISION-MAKING MODEL (KANER/CARCASSON)

- **“Wicked” Problems**
- **Passionate Impartiality**
- **Participatory Decision-Making Model**
 - **Divergent Thinking**
 - **Working Through the Groan Zone**
 - **Convergent Thinking**

Guiding Question:

How can Kaner’s three-stage model help students engage with “wicked problems” and develop a deliberative mindset?

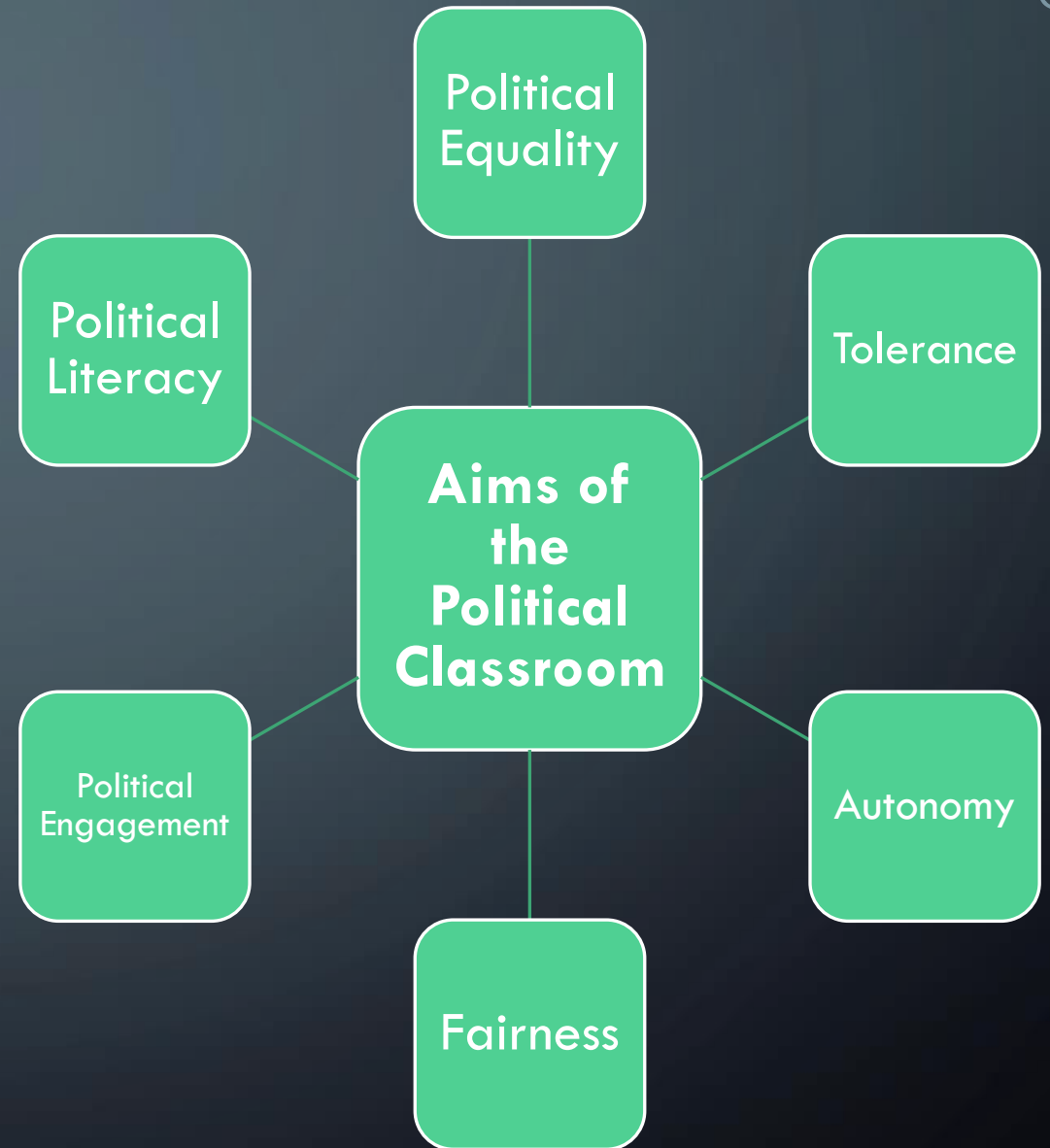
COGNITIVE HYGIENE AND COGNITIVE COMMAND (AIKEN/TALISSE)

- Why Do We Argue?
 - **Cognitive Health and Cognitive Hygiene**
- Why Argument Matters
 - **Cognitive Command vs. Cognitive Success**

Guiding Questions

1. How would you characterize the cognitive health and cognitive hygiene of students in your classes?
2. Where have you seen the distinction between cognitive command and cognitive success in your classes?

AIMS OF THE POLITICAL CLASSROOM (HESS/MCAVOY)



BEST PRACTICES OF THE POLITICAL CLASSROOM (HESS/MCAVOY)

- **Best Practice Discussion** (vs. Discussion and Lecture) (p. 47)
 - Discussion > 20% of class
 - Advanced prep work for discussion
 - Significant student-to-student talk
 - High levels of participation

BEST PRACTICES OF THE POLITICAL CLASSROOM (HESS/MCAVOY)

- In Best Practice Discussion classes, *students* are:
 - Both Engaged and Learning in the Classroom
 - Hearing and Valuing Multiple Perspectives
 - Becoming More Interested in Political Discussion

BEST PRACTICES OF THE POLITICAL CLASSROOM (HESS/MCAVOY)

- In Best Practice Discussion classes, *instructors* are:
 - Encouraging students to discuss political or social issues about which people have different opinions
 - Presenting several sides of an issue when explaining it in class
 - Helping students to feel free to disagree openly with them (and each other) about political and social issues
 - Respecting students' opinions and encouraging participation
 - Supporting students to make up their own mind about the issues

BEST PRACTICES OF THE POLITICAL CLASSROOM (HESS/MCAVOY)

Guiding Questions

1. What are key reasons for and main challenges to creating “political classrooms?”
2. Which educational aims of the political classroom most resonate with your pedagogical goals, and why?

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OTHER KEY CONCEPTS AND FRAMEWORKS

(CURATED BY THE DCI)

- Humane Instincts
- Deliberative Dispositions
- Types of Listening
- Streams of Engagement
- Goals of Deliberation

“HUMANE INSTINCTS”

Greek Cardinal Virtues

Prudence
Justice
Temperance
Fortitude

Confucian Virtues

Ren (Benevolence)
Yi (Uprightness)
Zhi (Knowledge)
Xin (Faithfulness)
Li (Propriety)

Christian Virtues

Love
Joy
Peace
Patience
Kindness
Goodness
Faithfulness
Gentleness
Self-Control

Hindu Dharmic Virtues

Ahimsa (Non-violence)
Dama (self restraint)
Asteya (Non-covetousness)
Saucha (inner purity)
Satyam (truthfulness)

DELIBERATIVE DISPOSITIONS

Egalitarianism

Openmindedness

Empathy and
Kindness

Evidential
Emphasis

Attentiveness

Humility

Curiosity and
Anticipation

Charity and
Grace

Communal
Orientation

Action Inclination

1 Enclave Listening

Building solidarity and understanding the perspectives of those with similar ideas

2 Alliance Listening

Forging connections and relationships with those who have somewhat different ideas



4 Transformative Listening

Finding common ground, identifying new ideas with a broad spectrum of people

3 Adversarial Listening

Understanding and monitoring perspectives of those with very different beliefs

Engagement Streams



EXPLORATION

- Learn about oneself, community and/or issue
- Possibly discover innovative solutions



CONFLICT TRANSFORMATION

- Resolve conflicts
- Foster healing and growth
- Improve relations among groups



DECISION MAKING

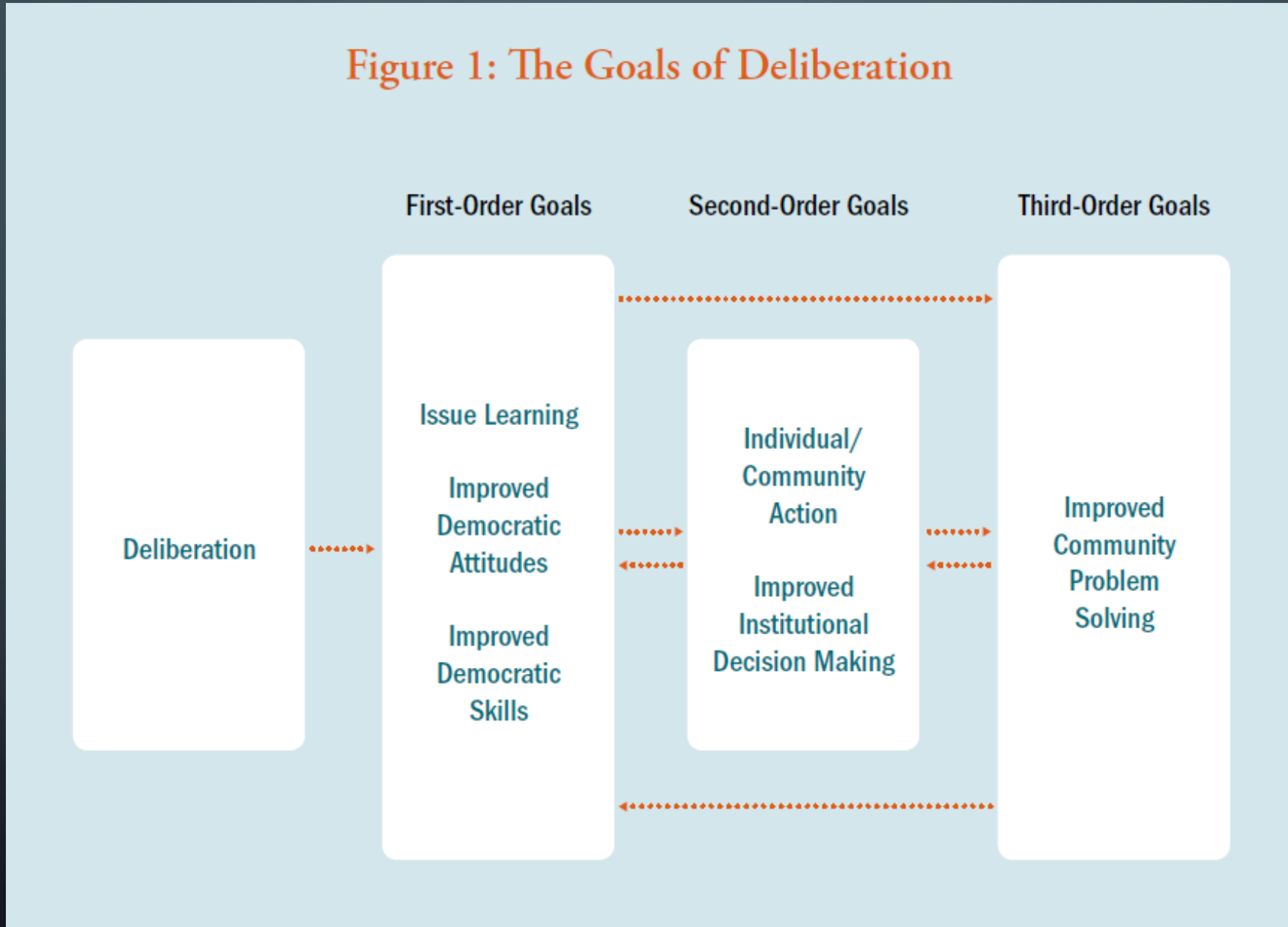
- Influence public decisions and public policy
- Improve public knowledge



COLLABORATIVE ACTION

- Empower people and groups to solve complicated problems
- Take responsibility for solutions

Figure 1: The Goals of Deliberation



GUIDING QUESTION

- Which aspects of these frameworks might best reinforce and support your plans to embed deliberation into one of your classes?