DEEP 301: METHODS, TOOLS AND TECHNIQUES

- Deliberation-Involved Courses and Modules
- Specific Methods, Tools, and Techniques
  - Deliberative Course Plan
  - Deliberation Topic Selection
  - Background Information Provision
  - Micro-Deliberations
  - Deliberative Pedagogy in the Community
  - OpenMind Back-to-School Playbook
- Methods We Will Cover in Future Sessions
Significant Time for Deliberation
Engagement with the Deliberation Literature
Cultivation of Deliberation-Related Skills
Deliberation-Related Reflection Opportunities
Learning Outcome and Graded Aspect of the Course
DELIBERATION-INVOLVED MODULES

• Exposes students to deliberative approaches and begins to teach them specific deliberative skills.

• For example, a science course might dedicate a few classes to deliberating about a controversy that is related to the subject matter of the course. It might engage with an intellectual debate within the discipline or with the policy implications of a particular scientific topic covered in the course.

• But not deeply engaging with the literature on deliberation or embedding deliberation throughout the course
DELIBERATION TOPIC SELECTION

• Select a topic that:
  • Participants can have normative disagreements about
  • Facilitators can steer the deliberation away from empirical or normative stalemates
  • Participants have adequate background to engage in a deliberation about it
  • Participants are emotionally ready to deliberate about
  • Can be framed in a way that is accessible to all participants
• What are some challenges you foresee with selecting a topic for deliberation?

• What are some possible ways to overcome those challenges?
BACKGROUND INFORMATION PROVISION

• Provide information that:
  • Familiarizes students with the context of the issue
  • Presents the full range of arguments about the issue
  • Is credible, cited, and correct
  • Empowers students to learn more themselves about the issue
  • Helps students distinguish between high and low-quality information and arguments
  • Exposes students to relevant information resources that they can use for other purposes
Refresh Your Feed: Home

How to Connect with Conversations Outside of Your Filter Bubble

Sponsored by the Deliberative Citizenship Initiative and the E.H. Little Library
MICRO-DELIBERATIONS

1. How to deliberate with a limited amount of time in a classroom context
   1. Create groups of 6 or fewer people
   2. Set time at 5 or fewer minutes
   3. Give groups a tight question to deliberate on
   4. Ask them to try to reach consensus on the question
   5. Ask them to address the following questions:
      1. What did you agree on?
      2. What did you not agree with?
      3. What were the grounds of agreement or disagreement?
MICRO-DELIBERATIONS:
A MICRO-DELIBERATION ABOUT MICRO-DELIBERATIONS

1. Do you agree that micro-deliberations are likely to be an effective method to employ in one of your classes?
2. Try to reach consensus on this question
3. Address the following questions:
   1. What do you agree on?
   2. What do you not agree with?
   3. What are the grounds of your agreement or disagreement?
USING DELIBERATIVE PEDAGOGY TO CONNECT CAMPUS AND COMMUNITY

• Consider “Talking Out of School” and Deliberative Pedagogy in the Community

• Think about the Ecology of Education – sites of learning outside the classroom
  • Community centers, places of worship, libraries, local businesses, coffee shops, etc.

• Utilize your Center for Civic Engagement

Examples:
• Reciprocated Classroom Visits and Community Exposure Visits
• Cross-Cultural Learning Circles
• Community Forums with Trained Student Facilitators
• Study Circle Dialogues
• Shared Community/College Storefront
The Constructive Dialogue Institute has created a set of resources, designed to provide you with high-impact practices to create an open and inclusive learning environment that supports constructive dialogue.

• See included materials