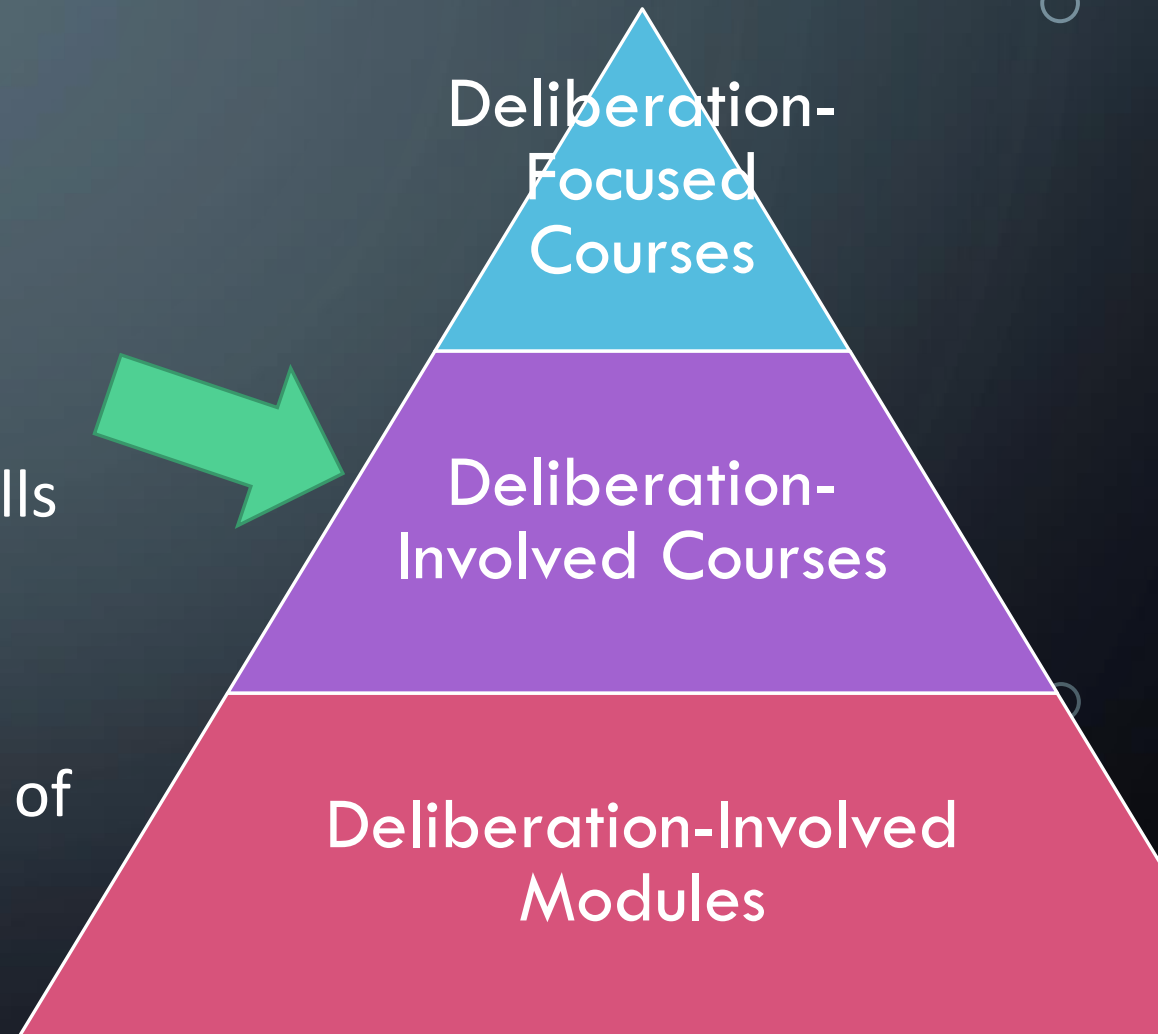


# DEEP 301: METHODS, TOOLS AND TECHNIQUES

- 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

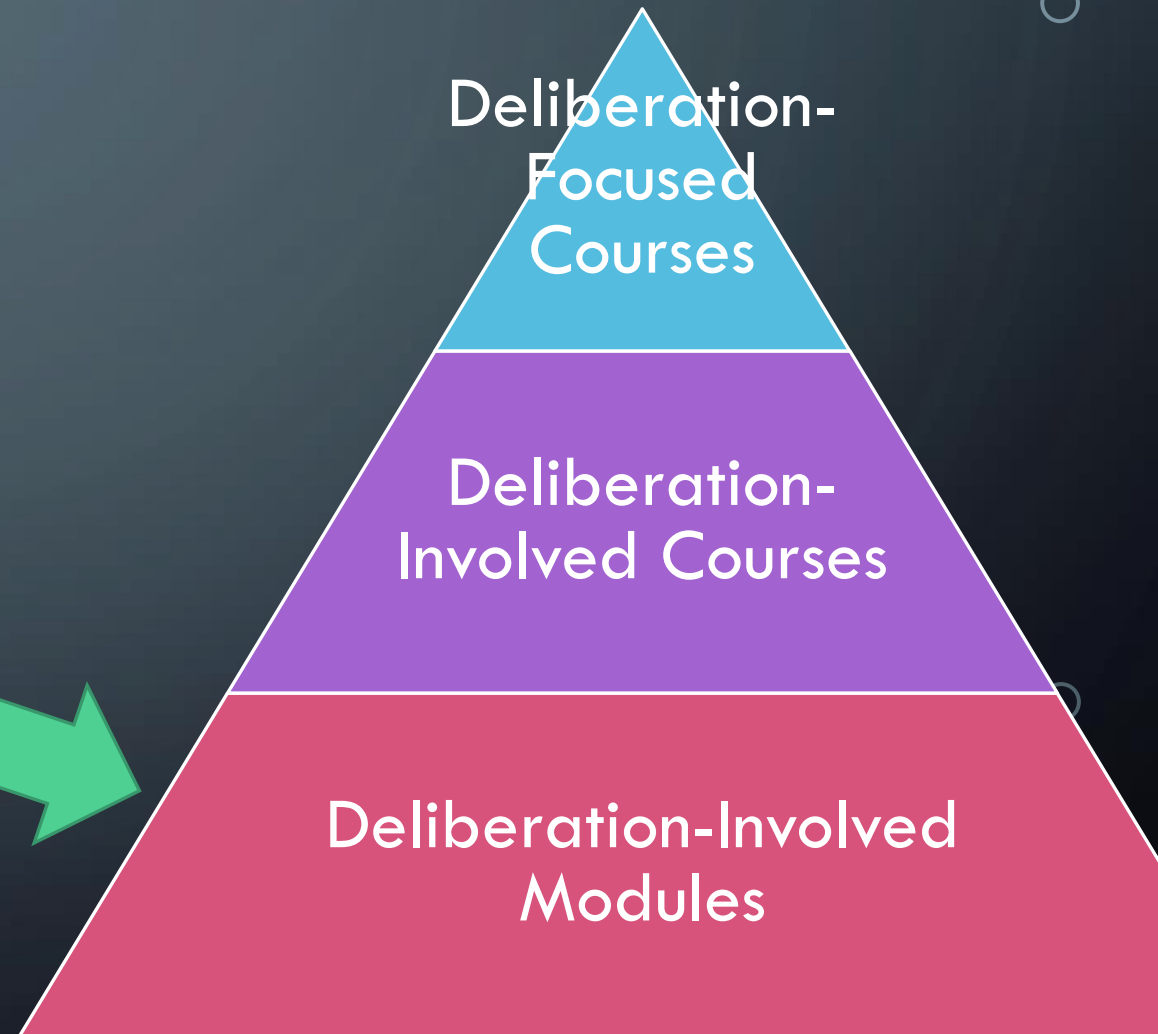
# DELIBERATION-INVOLVED COURSES

- 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

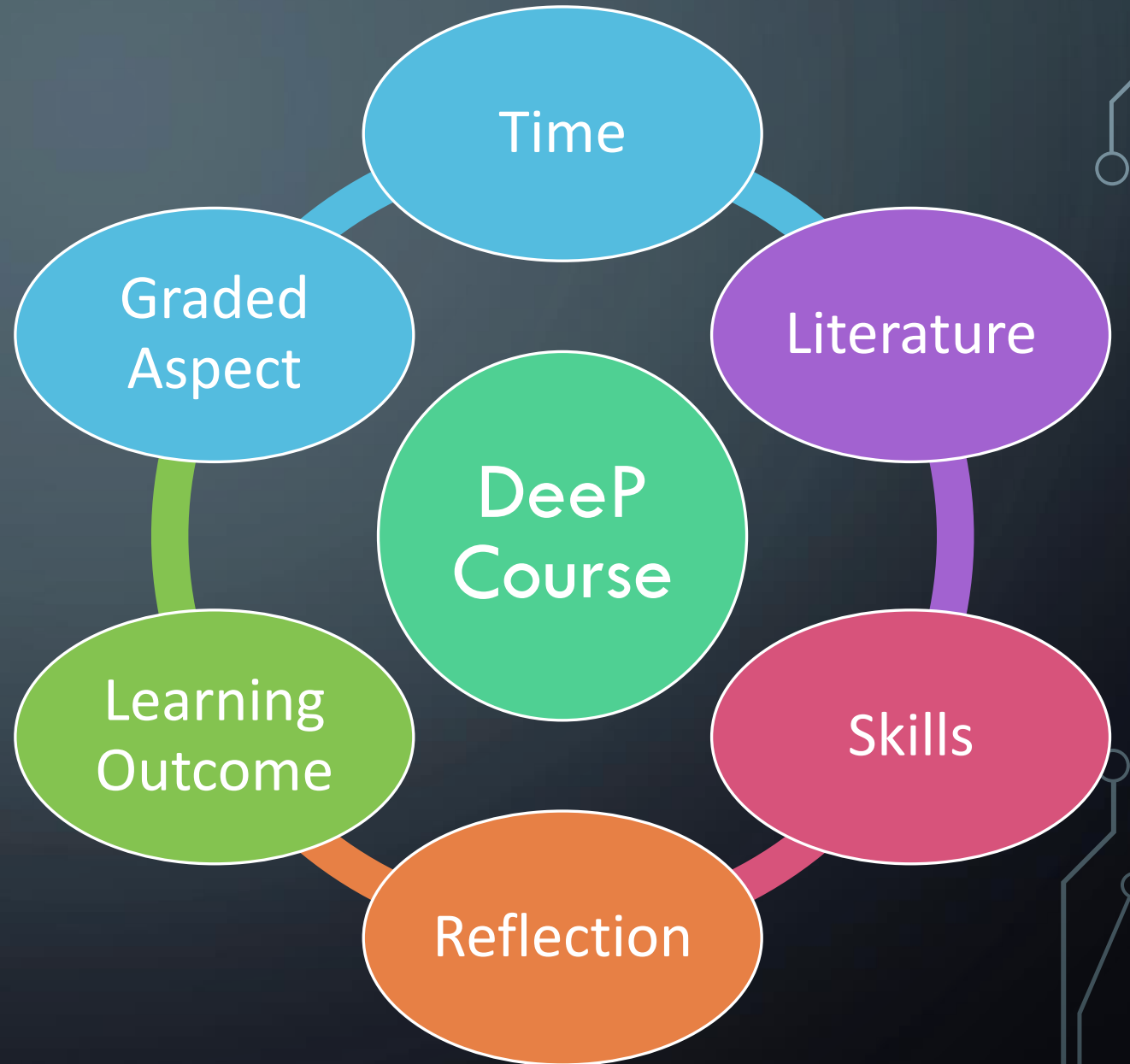


# DELIBERATION-INVOLVED MODULES

- 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



# DELIBERATIVE COURSE PLAN



# 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

# DELIBERATION TOPIC SELECTION

- 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

# DELIBERATION AND INFORMATION LITERACY

Search this Guide

## Refresh Your Feed: Home

How to Connect with Conversations Outside of Your Filter Bubble

Home

Engage with Opposing Viewpoints

Evaluate the Credibility of Sources

Improve your Information Feed

### Refresh Your Feed: How to Connect with Conversations Outside of Your Filter Bubble



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# DELIBERATION AND INFORMATION LITERACY

 GALE IN CONTEXT

Opposing Viewpoints



Facts On File

## Issues & Controversies

[Home](#) [Issues](#) [Curriculum Tools](#) [Resources](#) [Sources](#)

WRITING CURRICULUM

**The New York Times**

## Argumentative Writing Unit

<https://www.nytimes.com/2020/02/12/learning/argumentative-writing-unit.html>

News  
Literacy  
Project

checkology®

<https://newslit.org/>

 AllSides™

<https://allsidesforschools.org/>

# 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



# 2022 Back-to-School Playbook

The OpenMind  
Back-to-School  
Playbook



- 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

OpenMind™



Perspectives