

The background is a dark blue-grey color with white, stylized circuit board traces in the corners. These traces consist of straight lines and small circles, resembling electronic components or connections. The traces are located in the top-left, top-right, bottom-left, and bottom-right corners, framing the central text area.

DEEP 501: PERSONAL REFLECTIONS AND PLANNING

PERSONAL TIME STEP I: DEEP REFLECTIONS

1. Why do you want to integrate more deliberation into your courses?
2. What are the biggest challenges that you've had engaging with difficult topics in the classroom? That you fear?
3. What has worked well for you? What are some ideas you want to try out?
4. What do you want to get out of this year as a DeeP Collaborative member?

PERSONAL TIME STEP II: DEEP COMMITMENTS

Answer the following questions:

1. What are your specific goals for the semester related to the DeeP Collaborative?
2. How much time will you commit to completing these goals?
3. When do you plan to work on learning about deliberative pedagogy and integrating it into one of your courses?
4. How will you keep yourself accountable to this commitment?

NEXT STEPS

1. Complete the Deliberative Course Plan (see template)
2. Incorporate Deliberation into your Course Syllabus
3. Learn more about how to facilitate discussions on difficult issues (consider joining DCI Deliberation Facilitator Training Program)
4. Read more about deliberative pedagogy (see more resources below)

MORE RESOURCES

- ***“Discussing Democracy: Learning to Talk Together,” by Nicholas Longo and Timothy Shaffer, in Creating Space for Democracy: A Primer on Dialogue and Democracy in Higher Education***
 - Guiding Question: What is – or what should be – the relationship between democracy, deliberation, and higher education?
- ***“DCI Deliberation Facilitator Handbook,” by Graham Bullock, Clare Magee, and Carla Cole***
 - Guiding Questions are embedded in the handbook.
- ***“Skillful Teaching of Controversial Issues Discussions,” by Diana Hess, in Controversy in the Classroom: The Democratic Power of Discussion***
 - Guiding Question: What are the benefits and challenges of the different pedagogical approaches presented in the chapter?
- ***“The Ethics of Framing and Selecting Issues,” by Diana Hess, in Issues in Controversy in the Classroom: The Democratic Power of Discussion***
 - Guiding Question: Given the considerations discussed in this chapter, how will you select the topics for deliberation in your course?
- ***“The Ethics of Framing and Selecting Issues,” by Diana Hess, in Issues in Controversy in the Classroom: The Democratic Power of Discussion***
 - Guiding Question: Given the considerations discussed in this chapter, how will you select the topics for deliberation in your course?

MORE RESOURCES

- ***“Cultivating Dialogue and Deliberation through Speech, Silence, and Synthesis,” by Sara Drury in Creating Space for Democracy: A Primer on Dialogue and Democracy in Higher Education***
 - Guiding Question: How can we as educators best encourage the appropriate balance between speech and the freedom of expression on the one hand and silence and the responsibility of active listening on the other?
- ***“Assessment through a Deliberative Pedagogy Learning Outcomes Rubric,” by Sara Drury, Leila Brammer, and Joni Doherty, in Deliberative Pedagogy: Teaching and Learning for Democratic Engagement***
 - Guiding Question: How can we best assess the quality of deliberation in our courses?
- ***“The Ethics of Withholding and Disclosing Political Views,” by Diana Hess and Paula McAvoy, in The Political Classroom***
 - Guiding Questions: Do you think it is more appropriate to withhold or disclose your political views in the classroom? Are there situations where it is more or less appropriate to do so? Are there better or worse ways to share one’s political views if you decide to do so? What has been your practice in the past, and to what extent are you considering changing your practice in the future and for your deliberation-involved course in particular?