



DELIBERATIVE PEDAGOGY (DEEP)

MINI-COURSE

# OVERVIEW

This mini-course grew out of the orientation workshop for the Deliberative Pedagogy (DeeP) Collaborative hosted by Davidson College's Deliberative Citizenship Initiative (DCI). It contains five parts, including this introduction, and the four parts outlined below.

The next slides provides some background about the work of the DCI and the DeeP Collaborative.

**Introduction**

**DeeP 101: Definitions, Histories, Motivations**

**DeeP 201: Approaches, Frameworks, Concepts**

**DeeP 301: Methods, Tools, Techniques**

**DeeP 401: Case Study**

**DeeP 501: Personal Reflections and Planning**

# THE DELIBERATIVE CITIZENSHIP INITIATIVE (DCI)

## INITIATIVE PURPOSE

TO CREATE OPPORTUNITIES FOR DAVIDSON STUDENTS, FACULTY, STAFF, ALUMNI, AND MEMBERS OF THE WIDER COMMUNITY TO PRODUCTIVELY ENGAGE WITH ONE ANOTHER ON DIFFICULT AND CONTENTIOUS ISSUES FACING OUR COMMUNITY AND SOCIETY.

*Watch a short video to learn more about the DCI here...*

[HTTPS://DELIBERATIVECITIZENSHIP.ORG/](https://deliberativecitizenship.org/)

# DEEP COLLABORATIVE GOALS

*The DeeP Collaborative allows faculty members to examine their own practices, to learn new techniques for bringing constructive disagreement into the classroom, and to imagine how deliberation may enliven the learning outcomes of their courses.*

- Specifically, Members of the Collaborative:
  - 1. Engage with the deliberative pedagogy literature** to understand both broad frameworks and approaches and specific tools and techniques for improving the quality of student deliberations
  - 2. Apply these approaches and techniques** by integrating deliberation into one of their courses
  - 3. Engage with one another** about introducing deliberation into the classroom
  - 4. Reflect on and share their deliberative pedagogy experiences** with their colleagues and the public

# DEEP COLLABORATIVE OBJECTIVES

Apply these deliberative pedagogy approaches and techniques by integrating deliberation into one of their courses

- **Design new courses and redesign existing courses** so as to sequence reading assignments, writing assignments, and research activities in ways that feature interpretive, analytic, or other epistemic disagreements as objects of study.
- **Improve the quality of classroom conversations** about public and/or intellectual issues by teaching students deliberative techniques, including how to stage a deliberation as an event that enhances the learning outcomes of a course, how to use deliberation as a way to research a history of claims and evidence about a contestable subject, and how to enact empathetic listening, social reasoning, and ethical argument.
- **Bring issues of wide public interest** into the classroom so that students may glimpse the vicissitudes of civic debate and identify for themselves the challenges of good argument in the face of ideologic, cultural, and identity-based difference.

# GOAL OF THIS MINI-COURSE

- Develop a basic foundation of knowledge about the theory and practice of deliberative pedagogy
  - DeeP 101: Definitions, Histories, and Motivations
  - DeeP 201: Approaches, Frameworks, and Concepts
  - DeeP 301: Methods, Tools and Techniques
  - DeeP 401: Case Study
  - DeeP 501: Personal Reflections and Planning
- Provide resources for personal reflection and planning
- Enable and encourage faculty to integrate more deliberation into their courses

# RESOURCES

*Insights covered in this mini-course build on the materials and resources below. Faculty are encouraged to review these resources as they develop their deliberation-involved courses.*

**[Deliberative Pedagogy, Developmental Thinking, and Learning for Democratic Life](#)**, by Tim Schaffer  
***Deliberative Pedagogy: Teaching and Learning for Democratic Engagement***, edited by Tim Shaffer, Nicholas Longo, Idit Manosevitch, and Maxine Thomas.

- *Introduction (8 pages)*
- *Deliberative Pedagogy as Critical Connective (17 pages)*
- *OPTIONAL Democracy and Education: Historical Roots of Deliberative Pedagogy (16 pages)*
- *OPTIONAL (Deliberative Pedagogy in Undergraduate Science Courses (6 pages)*

***Why We Argue (and How We Should): A Guide to Political Disagreement in an Age of Unreason***, by Scott Aikin and Robert Talisse.

- *Chapter 1: Why We Argue (12 pages)*
- *Chapter 2: Why Argument Matters (18 pages)*

***The Political Classroom: Evidence and Ethics in Democratic Education***, by Diana Hess and Paula McAvoy.

- *Chapter 1: Introduction to the Political Classroom (pages 1-9)*
- *Chapter 4: Educational Aims and the Political Classroom (12 pages)*

# GUIDING QUESTIONS

*These questions can guide our engagement with the resources listed on the previous slide and the ideas presented in this mini-course.*

1. What are the key principles and practices of deliberative pedagogy?
2. How do you see deliberative pedagogy both building on and as distinct from other forms of pedagogy?
3. How can Kaner's three-stage model help students engage with "wicked problems" and develop a deliberative mindset?
4. What are the lessons learned from past educational efforts related to dialogue and deliberation?
5. What are the particular benefits and challenges of introducing deliberation into science courses?
6. How would you characterize the cognitive health and cognitive hygiene of students in your classes?
7. Where have you seen the distinction between cognitive command and cognitive success in your classes?
8. What are key reasons for and main challenges to creating "political classrooms?"
9. Which educational aims of the political classroom most resonate with your pedagogical goals, and why?