



## Deliberative Pedagogy (DeeP) Collaborative

*Integrating Democratic Deliberation into the Classroom*

### *An Introduction to the Collaborative*

Interested in improving discussions in your classes? By design, many of our classrooms – and especially our seminars – invite students to grapple with matters over which persons, for good reasons, may disagree. In fact, one might say that classroom life at **a college like ours exists partly to promote a culture of good argument** where diverse positions on philosophical, political, interpretive, aesthetic, social, and scientific claims are welcomed as the primary fuel for activating intellectual community.

However, **productive disagreement is a complex and challenging goal** to put into practice. Saturated by debates we witness on mass media, we tend to think of disagreement as an anxious or even distasteful event, leading us to consider everyday argument among the least effective modes of interaction. The public sphere is awash in bitter exchanges that displace real inquiry with sensationalism, causing us to eschew rather than welcome the collaboration of multiple perspectives, contrasting views, and competing claims.

As part of the **Deliberative Pedagogy (DeeP) Collaborative**, 45 faculty members over the past three years have endeavored to integrate such collaboration into their courses in the face of these challenges. These Faculty Fellows – 20 from Davidson College and 25 from 17 other higher education institutions – learned about deliberative pedagogy theories and techniques, embedded them into their own deliberative course plans and syllabi, and then taught these new deliberative courses.

As the year progressed, these faculty members shared their questions, insights, and lessons learned with one another, and then reflected on their experiences in [blog posts](#) on the website of the [Deliberative Citizenship Initiative \(DCI\)](#), which has organized the Collaborative with support from the Associated Colleges of the South (ACS), The Duke Endowment, and Davidson's Center for Teaching and Learning (CTL), and the Arthur Vining Davis Foundations. As **Associate Professor of Religion at Davidson College and Collaborative member Rachel Pang** commented, "One of the best things about participating in the DeeP Collaborative was the chance to engage with a group of experienced and creative pedagogues at Davidson and other ACS institutions."

Through the generous support of the Arthur Vining Davis Foundations, **the DCI will host a fourth year of the DeeP Collaborative in 2024-25**. Faculty from Davidson as well as other institutions of higher education are all welcome to join the Collaborative. We welcome applications from any faculty member who wishes to enhance their ability to embed more deliberation about questions and issues involving important disagreements in their classes. Members are eligible for a **\$2000** faculty stipend as part of this fellowship. More on the background, goals, and expectations of the Collaborative is provided below.

## *Good Argument and the Liberal Arts*

**Academic life** thrives on the ground of difference. In fact, it is difficult to envision how we can continually deepen and expand our knowledge without active challenges to the status quo, reasoned consideration of contrasting analyses, or the delineation of opposed interpretations. We wish to support our students' involvement in constructive disagreements as an expected feature of academic life and a vital disposition for democratic living.

Both in **their professional and public lives**, our students will need to navigate disagreements, either as participants in (often complex and protracted) deliberations and as leaders who help others weigh claims with clarity and fairness. The capacity to engage in civil debate, discriminate among values, and communicate freely with others in the realm of ideas are highlighted as key features of a liberal arts education in Davidson's Statement of Purpose and in many other institutions' mission statements.

### *Why Deliberation?*

Valued since classical times, **deliberation** is the social practice of collectively considering multiple and contrasting positions on a matter of wide interest in order to determine (if possible) agreed-upon ways of thinking or acting in the face of a shared dilemma. Such deliberation is a prized skill in public and intellectual settings and is a sensibility that liberally educated students have long been known for. It embodies an eagerness to approach important questions with equanimity, however thorny and challenging they may be.

Rooted in the Latin term for *weighing*, **deliberation differs from both discussion**, which denotes two or more persons sharing thoughts on a particular topic, **and from debate**, which involves a contest of opposing arguments to determine a winner. Both are important forms of public discourse, but deliberation asks more from its participants than either discussion or debate. Deliberators wish to become deeply familiar with **others' positions**, to locate the **assumptions** upon which others' determinations rest, and to value experiential, methodologic, and technical **evidence** as supports for their claims. It aims for open and honest exchange, mindful of the many ways in which interlocutors can talk past one another or too hastily conclude a conversation that might profitably be sustained.

In academic parlance, our classrooms are characterized either as lecture- or discussion-based, but the dynamism of good discussion tends to be hard-won and its techniques unclear. **How many of us have tried to assemble the necessary ingredients only to have the event fall below our expectations?** Indeed, even the best-planned class discussions may easily devolve, the guiding question on the table dissolving into a proposition for single-minded debate. Or, we find that a discussion becomes more performative than transformative, students rushing past one another's claims with little deep listening taking place and with that few opportunities to reconsider or revise one's initial position.

## *DCI 2024-2025 Deliberative Pedagogy Collaborative*

If you are interested in overcoming these obstacles and learning new ways to improve and deepen the quality of discussions in your classes, we encourage you to apply to **join the DCI's 2024-2025 Deliberative Pedagogy (DeeP) Collaborative as a Faculty Fellow**. The Collaborative is designed to make it possible for faculty to explore pedagogical approaches focused on enhancing classroom deliberation in the face of complex, difficult, or seemingly intractable disagreements (what deliberation theorists call “wicked problems”).

***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, it enables faculty to:

- 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.

Participating Faculty Fellows can do so by deeply embedding deliberation-related learning outcomes, assignments, readings, and classroom activities into their course. This holistic approach can be highly effective, and we prefer that faculty develop such “deliberation-involved” courses in their work with the Collaborative. However, they might also develop short “deliberation modules” that expose students to the processes and principles of deliberation without integrating it throughout a course. To learn more about these options, please see the DCI’s [Pathways to Deliberation in the Classroom](#).

In alignment with Davidson College's Commitment to Diversity and Inclusion, the DCI understands that cultivating a broadly diverse community is crucial to its educational mission and to its foundational commitment to leadership and service. The DCI is thus committed to welcoming diversity of thought and experience in its cohort of Faculty Fellows. We seek out applications from talented faculty, staff and students from diverse cultures, ethnicities, races, religions, sexual orientations, gender identities, ages, national origins, political viewpoints, socio-economic backgrounds, and abilities.

### ***What is the Deliberative Pedagogy Collaborative?***

A community of faculty members – Faculty Fellows – dedicated to learning about and utilizing innovative ways that foster productive deliberation in their courses

### ***What are the Collaborative's goals?***

Members of the Collaborative will:

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

### ***What will the Faculty Fellows members of the Collaborative do?***

- **Summer Reading:** Collaborative members will read selections related to deliberative pedagogy from several books provided by the DCI.
- **Deliberative Pedagogy Orientation Workshop in August 2024:** Members of the Collaborative will attend an all-day, in-person, interactive and hands-on workshop on **Friday, August 9, 2024** to review and apply the basic principles and practices of deliberative pedagogy (breakfast, lunch, and dinner will be included).
- **Deliberation Facilitator Training Program in September 2024:** Members will attend two 4-hour training sessions on **Saturday, September 7, 2024** and **Saturday, September 14, 2024** from 1:30 pm to 5:30 pm that will introduce them to the skills and techniques of effective deliberation facilitators.
- **Deliberative Pedagogy Skills Workshop:** Members will also attend one additional advanced workshop each semester (approximately one hour long) that will provide a deeper dive into specific pedagogical techniques. Topics will be determined according to members' interests. These workshops will likely be held the weeks of September 23 and March 17.
- **Development of a Deliberation Module or Deliberation-Involved Course (New or Existing):** During Fall 2024, members will incorporate deliberation-related learning outcomes, activities, assignments, and readings into a new or existing course, preferably one that they will offer in Spring 2025.
- **Collaborative Meetings and Readings:** The Collaborative will meet as a group four times (2x each semester) to discuss assigned readings related to deliberative pedagogy and their progress on their course development. When faculty apply to the Collaborative, they will be asked to indicate their availability to meet for one hour on weekday afternoons at 4:30 pm, Tuesday and Thursday mornings at 11 am, and Friday afternoons between 12:30 and 4:30 pm during the weeks of October 14, November 11, January 13, and April 28.
- **Faculty Partner Meetings:** In between the larger cohort meetings, members will meet up with their faculty partner(s) 2x during each semester to discuss their efforts to incorporate deliberation into their courses. These meetings will be held the weeks of October 28, December 9, February 10, and April 7 based on the times faculty

partners indicate they are available. In these meetings, we will work to connect faculty from the same or adjacent disciplines to enhance the pedagogical and professional value of the Collaborative experience while also fostering opportunities for interdisciplinary exchange of ideas within the Collaborative as a whole.

- **Blog Post or Video Blog about Deliberation-Based Course Innovation:** Collaborative members will either write or record a blog post describing their experience developing and teaching deliberation-involved course.
- **Deliberation Assessment Summary and Materials:** Members will submit a short summary of how they evaluated student performance on their deliberation-related assignments and what their assessment revealed. They will also distribute an anonymous survey from the DCI to their students asking them about their deliberation experiences in the course (faculty will be welcome to add additional questions to the survey). They will also share any (anonymized) reflections from their students about their deliberations in your class.
- **Department Presentation or Panel Discussion:** Collaborative participants will also make a presentation to their department about their work with the Collaborative and/or participate in a panel discussion for their wider college community to learn about how they have embedded deliberation into their courses.

With the exception of the Orientation Workshop that all participants must attend in person, all other Collaborative workshops and meetings will be hybrid – participants will be able to participate either remotely or in-person.

### ***Is there a stipend for participating in the Collaborative?***

Faculty Fellows will be eligible for a taxable **\$2000 faculty stipend** once all the requirements listed above are completed.

### ***Application Process***

Faculty interested joining the Collaborative should apply at the link [here](#). **Review of applications will begin on Monday, April 22 so interested faculty are encouraged to apply by then.** Applications will continue to be reviewed until all spaces in the Collaborative are filled. All faculty members who teach undergraduate students are welcome to apply, but priority will be given to faculty who are new to the Collaborative. The application form asks applicants to briefly explain their interest in deliberative pedagogy and to identify at least one course they would like to introduce deliberation into (preferably a Spring 2025 course but other courses may be considered). We ask that you describe what aspect of your teaching, course design, or other pedagogic practice you would like to address by examining the theories and techniques associated with deliberation. You are welcome to identify trouble spots or uncertainties in your own professional practice that you believe a renewed attention to the dynamics and theories associated with classroom deliberation may help you address.

Please visit the DCI's webpage on [Deliberation Across the Curriculum](#) for more information, and please direct any questions to Graham Bullock ([grbullock@davidson.edu](mailto:grbullock@ davidson.edu)), the Faculty Director of the DCI.