

THE DELIBERATING IN A DEMOCRACY (DID) PROJECT

EVALUATION REPORT: YEAR 4

PROJECT NARRATIVE

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Executive Summary

The primary purpose of the *Deliberating in a Democracy (DID) Project* is to train secondary teachers to use a model of deliberation in their classrooms, and for their students to learn to deliberate about significant public issues. Other components of the project include the online Discussion Board for teachers and students, teleconferences between partner sites, and teacher exchanges.

This evaluation report focuses on Year Four of the *DID Project*, during which participants included teachers and students at seven European (Azerbaijan; Czech Republic; Estonia; Kaluga, Russia; Lithuania; Moscow, Russia; Serbia) and five U.S. (Chicago; Columbia, South Carolina; Denver; Fairfax County, Virginia; Los Angeles) sites.

The evaluation report is based on multiple types of data (documents, interviews, observations, surveys) collected from multiple sources (students, teachers, school administrators, site coordinators, project directors). Major findings include the following:

138 teachers participated in the professional development workshops to learn a model of deliberation, the Structured Academic Controversy (SAC).

Over 90% of the teachers rated the workshops effective in terms of content, materials, and pedagogy.

Almost 100% of teachers indicated they would continue to use deliberation in their classrooms during and after their participation in the project.

Over 4,095 students participated in at least three deliberations on public issues as part of the DID Project.

Over 86% of the students “agreed” or “strongly agreed” that the deliberations increased their understanding of the issues, and that they “learned a lot” from the process.

80% of the students reported a greater ability to state their opinions, and 74% said they developed more confidence in talking about public issues.

Over 98% of the teachers reported that “almost all” of their students engaged in critical thinking during the deliberations, and that the process helped students to develop a better understanding of issues.

53% of students reported participating in the online interactions with students from other countries on the Discussion Board. Teachers indicated that the online exchanges enhanced students’ intercultural communication skills.

Approximately 450 students took part in teleconferences with students from their partner site. Teachers reported that the experience of seeing and talking with students from other countries was invaluable to their students.

58 teachers participated in teacher exchanges with their partner site. For many teachers, the experience greatly enhanced their worldview.

Based on participants' responses, the *DID Project* is an excellent project that is meeting almost all of its goals.

No one expressed any serious reservations about the project; however, suggestions were offered by participants to improve what is considered to be a very successful project:

Develop and/or revise deliberation topics and materials to be more reflective of European experiences and perspectives.

Identify and share the strategies of teachers who have been successful in implementing the classroom deliberations regardless of time constraints.

Devote more attention to the Steps 7 (Reversing Positions), 8 (Deliberating the Question) and 9 (Debriefing the Deliberation) in the professional development workshops.

Devote more resources to the teleconferences and fewer to the Discussion Board.

Ensure that teachers and students from the United States have a basic knowledge of the cultural, political, and historical experiences of their partner country.

Overview of the Project

Deliberating in a Democracy (DID) is a project directed by the Constitutional Rights Foundation Chicago (CRFC), in partnership with the Constitutional Rights Foundation in Los Angeles (CRF) and Street Law, Inc. The two overarching goals of the Project are to provide: (1) a model for secondary teachers to learn and appreciate among themselves the power of deliberation in their classrooms; and (2) a platform for engaging secondary students in discussions of substantive content on the institutions, governmental systems, and basic principles of a democratic constitutional state. Major activities associated with the project include: (1) teacher staff development workshops, (2) classroom deliberations, (3) an online Discussion Board for students and teachers, (4) a teleconference between students in partner sites, and (5) a teacher exchange.

In its first year (2004-05), the *DID Project* was conducted with secondary teachers and their students in six sites: the European countries of Azerbaijan, the Czech Republic, and Lithuania; and the metropolitan areas surrounding Chicago, Los Angeles, and Washington, DC (Fairfax County, Virginia). During the 2005-06 school year, these sites continued to participate in the project. Five additional sites began participating in the project during the 2005-06 year: Estonia; Kaluga, Russia; Moscow, Russia; and two sites within the United States, Denver and Columbia, South Carolina. Teachers and students in Serbia joined the project in its fourth year (2007-08). This report focuses on Year Four of the project, 2007-2008, during which seven European and five U.S. sites participated in the *DID Project*.

Overview of the Evaluation

The evaluation design consists of two overlapping components. The first component, designed to generate data for use by key stakeholders for improving the project, is based on an adapted version of Thomas Guskey's² five-level model for evaluating professional development: (1) participants' reactions, (2) participants' learning, (3) organizational support and change, (4) participants' use of new knowledge and skills, and (5) student learning outcomes. The second component of the evaluation design assesses implementation fidelity, and documents the degree to which the *DID Project* achieved its stated outcomes. As such, the key evaluation questions are:

² Guskey, T.R. (2000). *Evaluating professional development*. Thousand Oaks, CA: Corwin Press.

1. *Participants' Reactions to Training*: How satisfied are the teachers with the professional development experiences?
2. *Participants' Learning*: Did teachers deepen their content and pedagogical knowledge as a result of professional development activities?
3. *Organizational Support and Change*: What support was provided for project teachers?
4. *Participants' Use of New Knowledge and Skills*: Are the goals and objectives of the professional development experience reflected in teachers' practices?
5. *Student Learning Outcomes*: Are the goals and objectives of the professional development experience reflected in student learning?
6. *Implementation Fidelity*: To what degree did the *Deliberating in a Democracy Project* achieve its stated outcomes?

In order to address these questions, the Evaluation Team for the *DID Project* collected multiple types of data (documents, interviews, observations, surveys) from multiple sources (students, teachers, school administrators, site coordinators).

Evaluators conducted on-site visits in the spring of 2008 to one of the original sites in the project, Los Angeles, and one of the sites new to the project, Serbia. At each of these sites, student focus groups were conducted; school administrators, teachers, and site coordinators were interviewed; and classrooms were observed (see Table 1). At all 12 sites, written surveys of student knowledge, attitudes, and perceptions were completed at the beginning of the school portion of the project (September 2007—January 2008), and again toward the conclusion of the school year (April/May/June 2008). Teachers at all sites were surveyed at the end of the school year.

Table 1. Frequency of Data Collection at Sites

Sites	Student Focus Groups	Teacher Interviews	Administrator Interviews	Classroom Observations
Los Angeles	4	3	3	3
Serbia	3	4	3	3
Total	7	7	6	6

Project Description

Timelines for specific sites varied, but all sites conducted a minimum of three staff development workshops, with each workshop being followed by teacher implementation of a Structured Academic Controversy (SAC) in their classrooms. Thus, the general sequence looked as follows:

Staff Development Session #1
Teacher Implementation of SAC #1 in Classroom
Staff Development Session #2
Teacher Implementation of SAC #2 in Classroom
Staff Development Session #3
Teacher Implementation of SAC #3 in Classroom

Across the sites, the first staff development workshop consisted of a discussion of the rationale and goals associated with the project, teacher participation in a Structured Academic Controversy, and an overview of the Evaluation Plan. The Discussion Board, the internet component of the project, was introduced at some sites during the first workshop, and at other sites during the second workshop. The second and third workshops generally focused on teachers' reflections on their classroom deliberations, their experiences with the Discussion Board, planning for the teleconference(s), and in some cases, additional experience in deliberation. At each site, three issues were identified for classroom deliberation (see Table 2).

Each site was partnered with another site (see Table 3). Teacher exchanges took place between the partner sites at some point between Staff Development Session #1 and the end of the school year. The teacher exchanges generally lasted one week. During the exchanges, teachers had multiple opportunities to visit schools and classrooms, to talk with their counterparts about educational issues, and to visit historical and cultural landmarks. Table 4 shows the number of teachers from each site who took part in the teacher exchanges.

Table 2. Issues Deliberated at Project Sites^a

Issues	European Sites							U.S. Sites				
	AZ	CR	EST	LITH	KAL	MOS	SER	IL	CO	FF	LA	SC
Bush Doctrine								X		X		
Cloning				X						X		
Compulsory Voting	X	X		X		X	X	X		X	X	
Cyber Bullying			X					X	X		X	
Domestic Violence										X		
Educating Non-citizens								X			X	
Euthanasia				X						X		
Free and Independent Press				X	X					X		X
Freedom of Expression	X				X			X		X	X	X
Freedom of Movement												
Global Climate Change	X	X					X	X		X		
Globalization and Fair Trade												
Juvenile Offenders	X		X	X		X			X	X	X	X
Minorities in a Democracy		X						X				
National Service	X									X		
Public Demonstrations	X		X	X					X	X	X	
Recycling		X								X		
Violent Video Games	X				X		X	X			X	X
Youth Curfew						X	X					
Other				X						X		

^aThe exact wording of the issue questions can be found in Appendix A.

Table 3. European-U.S. DID Project Partner Sites

European Site	United States Site
Azerbaijan	Fairfax County, Virginia
Czech Republic	Chicago, Illinois
Estonia	Denver, Colorado
Lithuania	Los Angeles, California
Russia: Kaluga	Columbia, South Carolina
Russia: Moscow	Los Angeles, California
Serbia	Los Angeles, California

Table 4. Number of Teachers Participating in Teacher Exchange by Site

Site	Teachers (n)
Azerbaijan	4
Czech Republic	6
Estonia	2
Lithuania	4
Russia: Kaluga	6
Russia: Moscow	0
Serbia	8
Chicago	7
Columbia, SC	7
Denver	3
Fairfax County	4
Los Angeles	7
TOTAL	58

Students and teachers at partner sites communicated about social and political issues through the Discussion Board. Students were able to exchange ideas about topics they had deliberated in their classrooms, ask questions about one another's cultures, and participate in issues polls.

Finally, sites (with the exception of Fairfax County) participated in one or more teleconferences during the school year, usually with their partner site. Teleconferences lasted approximately one hour, during which students exchanged ideas on a range of topics. Table 5 shows the approximate number of students who participated in the teleconferences at each site, as well as the number of teleconferences held with partner countries.

Table 5. Number of Teleconferences and Approximate Number of Participating Students by Site

Site	Number of Teleconferences	Students (n)
Azerbaijan	2	23
Czech Republic	2	44
Estonia	1	72
Lithuania	1	60
Russia: Kaluga	NA ^a	NA
Russia: Moscow	1	10
Serbia	1	24
Chicago	2	71
Columbia, SC	NA ^a	NA
Denver	2	90
Fairfax County	NA ^a	NA
Los Angeles	2	74
TOTAL	14	468

^a Mini-teleconferences via Skype were held, but sites did not participate in a formal, multi-school conference.

Thus, partner sites interacted through the teacher exchanges, the Discussion Board, and the teleconferences.

Teachers and Students. One hundred and thirty-eight (138) secondary teachers from seven countries in 12 sites participated in the *DID Project*. Table 6 provides relevant demographic data about the teachers. In general, the European teachers have significantly more years of teaching experience than do their U.S. counterparts. Although females outnumber males across sites, males are more likely to be part of the U.S. cadre of teachers as compared to their European colleagues.

Over one-third (35%) of the teachers were new to the *DID Project* in Year 4, while almost one-fourth (24%) had participated in the project since its inception. Nineteen percent (19%) joined the project in Year 2, and 22% joined in Year 3.

Each teacher chose one class (a “target class”) to participate in the evaluation component of the *DID Project*; the students in the target classes participated in a minimum of three deliberations. Table 7 provides information about the demographics of these students.

Table 6. Teacher Demographics by Site ^a

Site	Teachers N (%)		Mean Years of Teaching Experience (Range)	Sex	
	N	%		F	M
Azerbaijan	15	10.9	16.3 (5-22)	15	0
Czech Republic ^b	14	10.1	17.0 (1-37)	9	5
Estonia	9	6.5	17.6 (4-27)	7	2
Lithuania	10	7.2	21.1 (4-27)	9	1
Russia: Kaluga	11	8.0	16.8 (6-24)	11	0
Russia: Moscow	15	10.9	24.0 (15-35)	14	1
Serbia	8	5.8	11.8 (5-27)	7	1
Chicago ^c	12	8.7	11.4 (5-40)	6	6
Columbia, SC ^d	8	5.8	9.1 (1-21)	5	3
Denver ^e	9	6.5	12.2 (2-32)	6	3
Fairfax County, VA	7	5.1	11.9 (4-30)	4	3
Los Angeles	20	14.5	12.8 (1-35)	11	9
TOTAL	138	100%	15.5 (1 – 40)	104	34

^aTeacher data included in this table reflect only those teachers who completed the DID Teacher Survey in Spring 2008, and completed the project throughout the year. Thirteen teachers started the project at the beginning of the year, but subsequently discontinued participation for reasons (to the best of our knowledge) unrelated to the project.

^bOne teacher did not complete the survey due to illness.

^cThere are 11 teachers participating in Illinois, but 12 surveys were submitted.

^dMissing two female teacher surveys.

^eMissing one female teacher survey.

Over 50% of teachers involved in the project chose to use deliberation in more than one of their classes. Although we did not collect survey and interview data from these additional classes, we estimate from teacher reports that 4,760 students participated in at least one deliberation exercise as a result of the *DID Project*. The number of classes in which teachers conducted DID deliberations is shown in Figure 1. The *DID Project* is being experienced by students outside of those who are formally evaluated via the surveys or interviews.

Table 7. Student Demographics by Site (N = 4,095)^a

Site	Number of Students	Mean Age of Students (Range)	Sex ^b	
			F	M
Azerbaijan	335	15.8 (13-21)	162	173
Czech Republic	453	17.0 (15-21)	257	191
Estonia	191	16.1 (14-19)	101	88
Lithuania	249	16.0 (13-19)	141	105
Russia: Kaluga	291	16.2 (13-19)	210	81
Russia: Moscow	255	15.3 (12-18)	152	103
Serbia	195	16.5 (15-18)	75	118
Chicago	530	16.2 (12-20)	277	253
Columbia, SC	269	15.8 (14-18)	162	107
Denver	279	15.3 (11-19)	167	112
Fairfax County, VA	357	16.6 (14-20)	167	190
Los Angeles	691	16.4 (15-22)	366	325
TOTAL	4,095	16.1 (11-22)	2,237	1,846

^aThis number reflects the number of students who completed either the pre-survey or the post-survey. Readers will note that the number of students in subsequent tables, most of which reflect post-survey data, is substantially less. This reflects, in part, teachers neglecting to administer the post-survey, as well as general student attrition from the beginning to the end of the school year. On the teacher survey, DID teachers estimated that 4,760 students participated in at least one deliberation.

^bThe total number of students is more than the number of students who identified themselves on the questionnaire as male or female, because some students chose not to indicate their sex.

Figure 1. Number of Classes in which Deliberations were Conducted by Site

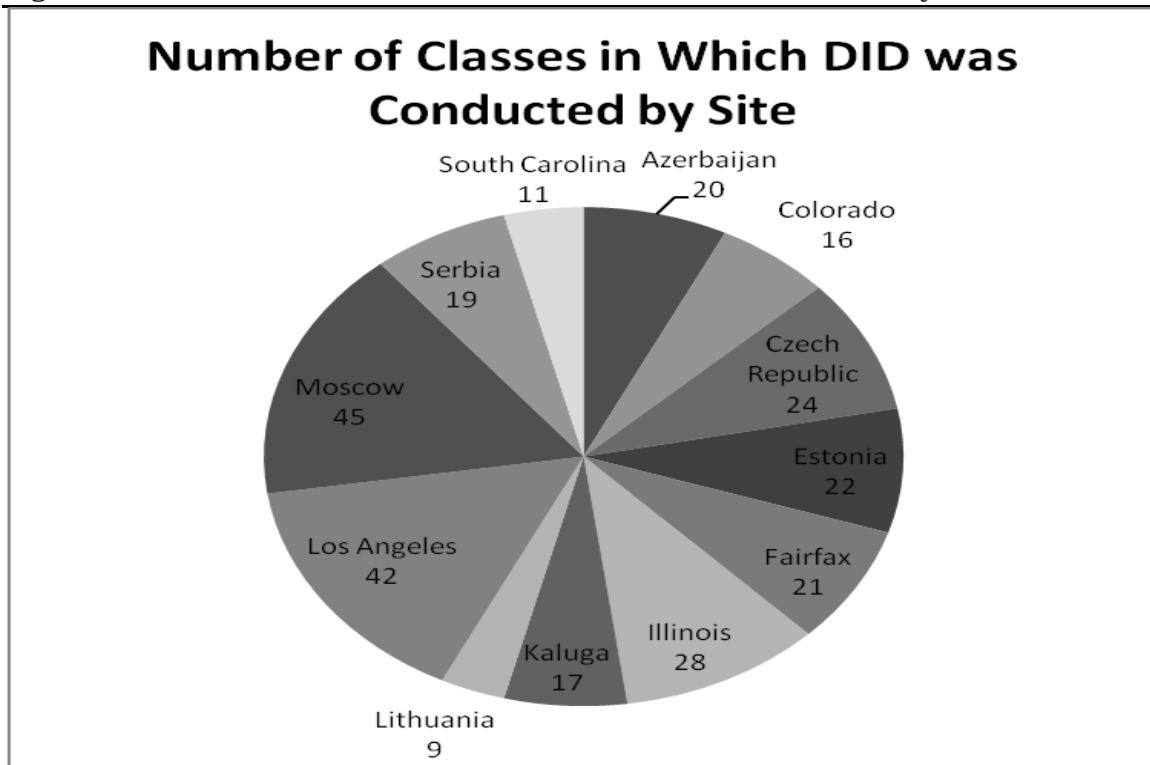


Table 8 shows the school subjects in which the deliberations were conducted. Over 70% of the deliberations took place in history, government/civics, English language (primarily European sites), and social science classes.

Table 8. School Subjects in Which Teachers Conducted DID Deliberations

School Subject	AZ	CO	CR	EST	FF	IL	KAL	LITH	LA	MOS	SER	SC	TOT
Economics		2		1	1				2	1			7
English Language	8		5	4				5	2	9			33
Extra-Curricular	1		2				3	1			3		10
Geography		1		2				1	1			2	8
Government/Civics	1	3	1	1	6	4	1	1	8		7		33
History	2	5		2	1	7	2	2	10	1		2	34
Homeroom	1						3			1	1		6
Humanities		2					1						3
Law	1	1	1	1	2	2							8
Science				1									1
Social Science	4	1	6	2	1	2	8			5		3	32
Other		2	1			1		1	3	1	2	1	12

Summary:

The *DID Project* is in its fourth year, and involves 12 sites in seven countries. One hundred and thirty-eight (138) teachers and over 4700 students participated in the project in 2007-08. The core of the project involves classroom deliberations in which students consider current social and political issues. Other components of the project include the online Discussion Board for teachers and students, teleconferences between partner sites, and teacher exchanges.

Professional Development Experiences

The first evaluation question is: How satisfied are the teachers with the professional development experiences? There were two sets of professional development experiences for participating teachers: the staff development workshops conducted at each of the 12 sites, and the teacher exchanges.

Staff Development Workshops

A minimum of three formal staff development workshops took place at each site. The total amount of time devoted to formal staff development ranged from 12 to 32 hours, with an average of about 20 hours. Table 9 shows the number of hours spent in formal staff development workshops at each of the sites. In all cases, informal gatherings, e-mail exchanges and/or phone conversations between teachers and site coordinators supplemented the formal workshops.

Table 9. Number of Hours of Formal Staff Development by Site

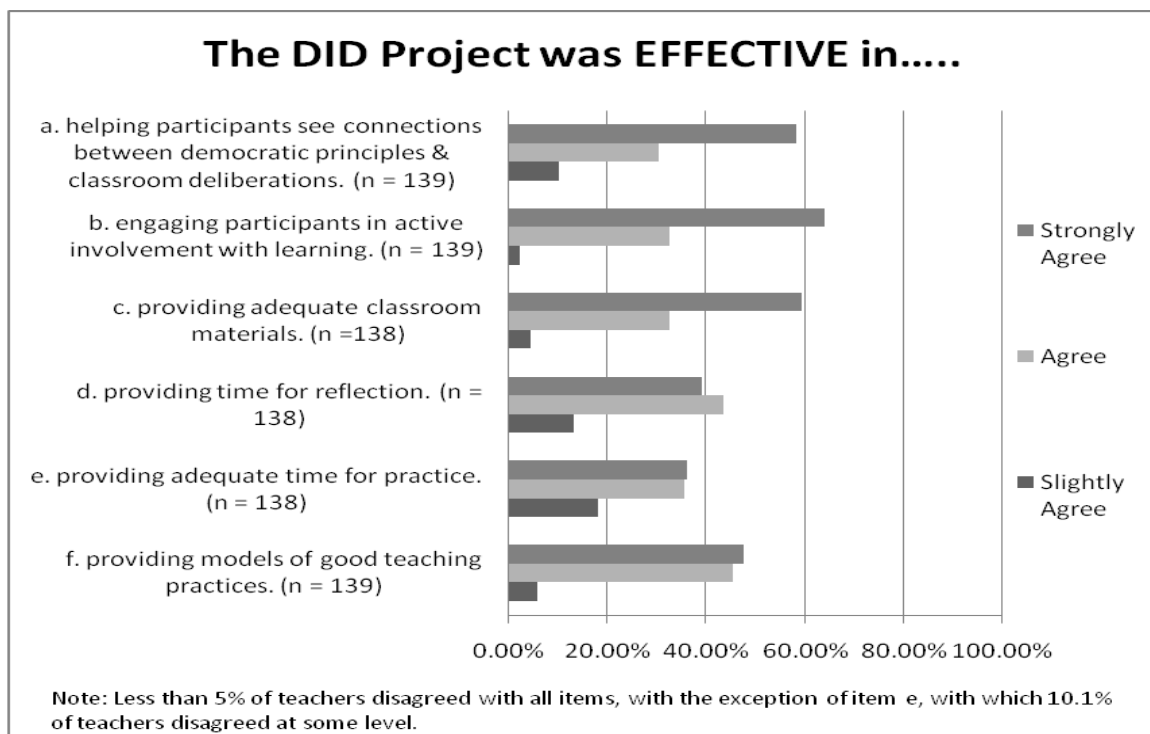
Site	Hours of Formal Staff Development
Azerbaijan	14
Czech Republic	34
Estonia	12
Lithuania	14
Russia: Kaluga	23
Russia: Moscow	16
Serbia	32
Chicago	20
Columbia, SC	25
Denver	24
Fairfax County	12
Los Angeles	17
Total hours	243 (average=20.25 hours)

In general, the first workshop focused on instructing teachers in a method of deliberation in the classroom, the Structured Academic Controversy (SAC). The second workshop familiarized teachers with the Discussion Board, and at both the second and third workshops, teachers were provided with opportunities to reflect on the deliberations or SACs they had conducted in their classrooms, share their students' reactions to the method, and work to address any challenges they may have

encountered. Resource persons from the community often attended one or more of the workshops to enhance teachers' content knowledge.

Table 10 presents teachers' responses to survey items about the quality of the professional development experiences. Similar to previous years, teachers were overwhelmingly positive about their experiences in the teacher workshops.

Table 10. Teacher Responses to Survey Items Related to Quality of Professional Development Experiences



Interviews with teachers in selected sites and survey responses from all teachers offered a sense of teachers' perception of the quality of the *DID Project* in terms of professional development. Additionally, one of the open-ended questions on the teacher survey asked teachers to respond to the question: "How does the quality of the *DID Project* compare to previous staff/professional development activities you have experienced? Please explain your response." Teachers' responses were overwhelmingly positive.

Teachers identified two areas associated with the *DID Project* that were of particularly high quality: (1) the resources available to them in terms of curriculum materials, Site

Coordinators' support, and other teachers' expertise; and (2) the structure and content of the workshops.

Resources

Curriculum materials. The curriculum materials were frequently described by the teachers as “useful,” “relevant,” “current,” “adaptable,” and “engaging.” Representative comments from the survey and interviews include the following:

The program allows for teachers to access the lessons at anytime and use them across curriculum. They deal with real world and current items that help students become engaged. (Illinois teacher, survey)

Materials, which we received during seminars, could be applied in the discussions, because it was well prepared, informative and did not require additional time to prepare for. (Lithuanian teacher, survey)

The materials are relevant, engaging, and content rich. (Los Angeles teacher, survey)

The materials as a whole are quite good and offer a variety of topics to use for additional lessons. (South Carolina teacher, survey)

Site coordinators. The teachers appreciated the expertise and support offered by their Site Coordinator(s). A teacher from Los Angeles commented in an interview that the Site Coordinator had made a special effort to meet the teacher's needs: “Because I missed the very first, introductory meeting, Katie Moore came and actually spent half a day discussing it with me, showing me all these various kinds of things, explaining the program...”

The Site Coordinators in Serbia observed almost all of the deliberations conducted by the teachers (three per teacher). Prior to their visit, a teacher reported that the Site Coordinators would call and ask if the teachers needed anything, such as copies of material, flip charts, etc. A Serbian teacher commented in an interview, “[The Site Coordinators] were there every moment...you had a real partner in them, and they were very satisfying and we were very happy to note that those people...they are something very special.”

Other teachers. Teachers, whose jobs are often characterized by isolation from one another, seemed to genuinely appreciate the time to reflect on their experiences with other teachers in the *DID Project* during the professional development workshops. In

interviews, teachers were asked “How helpful were your discussions with other teachers [at the professional development workshops]?” Typical responses included the following:

So it's just nice to see how other teachers kind of get through it versus me trying to get through it you know because it's always nice to learn from other teachers. And that's real professional development when you get to learn from others. (Los Angeles teacher, interview)

[The discussions with other teachers] were helpful because we had the opportunity to exchange experiences, to see how each of us implemented the project in their own environment. (Serbian teacher, interview)

Survey responses from teachers echoed the same sentiments:

The project quality is much better [than other professional development efforts]. Constant interaction with peers makes a significant positive effect in terms of experience sharing. (Azeri teacher, survey)

DID professional development has been great. The one special part of it is that it really builds a community of teachers that become great resources for teaching. (Illinois teacher, survey)

The quality of the project is much better. Constant sharing of experience with peers has a significant positive effect. Events within the project and the issues raised (better motivation of students, awareness of the importance of communication) are important. (Kaluga teacher, survey)

Structure and Content of the Workshops

Many teachers offered positive comments on the structure and content of the workshop. “Well organized,” “focused,” and “purposeful” were frequent phrases used to describe the workshops.

The quality of project is very good—especially the coordination and background of Partners Czech. (Czech Republic teacher, survey)

Really helpful. Really, really helpful. Very to-the-point, didn't waste your time. Katie Moore, I don't know if you know her. [She's a] very straightforward person and real cognizant of making positive use of our time...which is so nice. [The workshops] were a good investment of my time. (Los Angeles teacher, interview)

I felt that the DID development days were well-organized and useful. There was little wasted time. (Illinois teacher, survey)

And another thing that should be pointed out is that all these workshops were organized, and they were following let's say the dynamics of the group, meaning that if the teachers were a bit more advanced, you know, and they could process things in sort of one day instead of three days, that was observed and respected. (Serbian teacher, interview)

Other teachers commented on the interactive nature of the workshop (“hands-on”), as well as the ongoing support provided by the workshops.

DID is long lasting, which makes it more focused and effective. (Azeri teacher, survey)

Most other professional developments usually involve simply lectures with little audience participation. DID activities generally include an experiential component which engages teachers in doing the methods being discussed. (Illinois teacher, survey)

The consistent professional development in the DID program allows for reflection and growth unlike the typical one day in-services. (Illinois teacher, survey)

The quality of DID development session was very different. While others focused primarily on theoretical part, these seminars emphasized the practical part. Teachers were in the role of students to be able later on act as observers and facilitators. (Lithuanian teacher, survey)

Compared to the majority of other seminars where training happens only during the session and no one follows up on application of the learned material, DID project included training, application, application analysis, evaluation, constant exchange of the experiences, and it surpassed my expectations by far (positively). Of great importance was a fact that at all times we had all necessary professional and technical help from the instructors. (Serbian teacher, survey)

Suggestions for Improving Professional Development Workshops

When asked for suggestions on how to improve the professional development workshops, there were few consistent responses across sites (on the survey, the majority of teachers offered no suggestions). There were, however, a few modest trends within sites. For example, some of the Azeri teachers expressed a desire to expand the number of teachers and students involved in the project; Los Angeles teachers suggested devoting more time to open teacher discussion; some of the Illinois teachers would like to explore alternative methodologies; teachers from Kaluga commented that they would like to expand the number of deliberation topics; and teachers from two of the European countries (Lithuania and Serbia) mentioned that they would like the deliberation topics and materials to be more reflective of the local and national experiences. However, for the most part, teachers’ suggestions were limited and idiosyncratic.

Teacher Exchanges

On the teacher survey, teachers responded to the question: “How effective was the Teacher Exchange component of the *DID Project*?” Teachers were overwhelmingly

positive about the teacher exchange experience, as shown in Table 11. Over 90% of the teachers described the teacher exchange experience as “effective” or “very effective.”

Table 11. Teacher Perceptions of the Effectiveness of the Teacher Exchange (N = 108)

Item:	VI %	I %	si %	se %	E %	VE %
How effective was the teacher exchange? ^a	3.7%	0%	0%	5.6%	26.9%	63.9%

Note: VI = Very Ineffective, I = Ineffective, si = Slightly Ineffective, se = Slightly Effective, E = Effective, VE = Very Effective

^aTeachers were asked to respond to the question either as a traveler and/or as part of the reception of partnering teachers.

Responses to the teacher questionnaires indicate teachers found some of the aspects of the teacher exchanges particularly meaningful.

I am going in American classes to see the relation between students and teachers, to see their methodology. They have more relaxed classes than we do. I think their students has more freedom to ask some things usually. Maybe not in my classes or in [my colleague's] classes because we are a little different, what we do with children. But, generally, you know? And to see how do they do some things and it was very, very good experience. (Serbian teacher, interview)

I think [what was most meaningful] was my exposure to, to the country. And the questions and just getting...we got completely immersed in where their lives are, which is so incredibly different from ours. Even while we sat there and we love those Serbian teachers – they're great women. They're just a fun bunch to be around and intelligent, articulate. I mean a great, great group of people. (Los Angeles teacher, interview)

Being able to speak with students in the Estonian schools was very meaningful to me. My students were motivated by and interested in learning about Estonian students. Having the Estonian teachers visit and meet with my class helped establish a connection to the project and begin the relationship. Further, the whole experience was meaningful to me because of the broader understanding of what an emerging democracy looks like. (Colorado teacher, open-ended response)

I enjoyed meeting the teachers and students. I liked sight-seeing, but my very favorite part was touring the schools and talking with the students. (Illinois teacher, open-ended response)

The friendship and increased cooperation that has developed among the teachers; both, among the teachers of the two countries, and among the teachers in my district who participate in the project. (South Carolina teacher, open-ended response)

Experiencing the effects of the USA democratically personally. The possibility to show the USA teachers the practice of democracy in Estonia. (Estonia teacher, open-ended response)

During the visit in Los Angeles most memorable were receptions at schools, honest teacher communication and cooperation during discussion classes. (Lithuania teacher, open-ended response)

A very interesting and productive communication with partners, who share a common idea with us. Learning about the system of education in another country. (Moscow teacher, open-ended response)

Following are some of the few suggestions teachers had for improving the teacher exchanges.

They need much more time sitting with the children like that. They really absolutely do...We had oh, I don't know, about two hours of time where the kids asked us questions. And then we asked them questions and I really wanted to ask questions so I'm moving around the room and talking to them...And by the time...they could warm up to me 'cuz they don't know who I am yet and they felt comfortable with their language, then the questions came and the time...we had to leave. We needed a lot more time to get to know each other so they feel comfortable enough to share, that's invaluable. (Los Angeles teacher, interview)

I would like if we had more of these teacher exchanges...perhaps this exchange with other culture, with other ways of thinking, this would perhaps help improve ourselves...Previously, way back, we had this civic...part of civic society, but this was lost over years, and you can clearly see that part of the society in the United States. And perhaps if we can find a way to pass it over to our students, once they are formed as individuals, as once they start their profession or their job, they would perhaps be able to make some change, some changes in the society. (Serbian teacher, interview)

I would like to listen not only DID lessons but other lessons, too. (Azerbaijan teacher, open-ended response)

The teacher exchange should take place between different countries/schools. (Estonia teacher, open-ended response)

To have a mandatory exchange of all the project participants. (Kaluga teacher, open-ended response)

If there was a some way to have students participate in an exchange or summer conference, that would be wonderful. (Colorado teacher, open-ended response)

There needs to be more time for teachers to interact with students during the teacher exchanges. (Fairfax County teacher, open-ended response)

The classroom visits should be more about topics and less about show and tell about our schools. We need to be able to engage the students while we are visiting and take our knowledge and discussions back to our students. (Illinois teacher, open-ended response)

If possible 1-2 hours of free time during the week to experience a little of the trip on our own. (Los Angeles teacher, open-ended response)

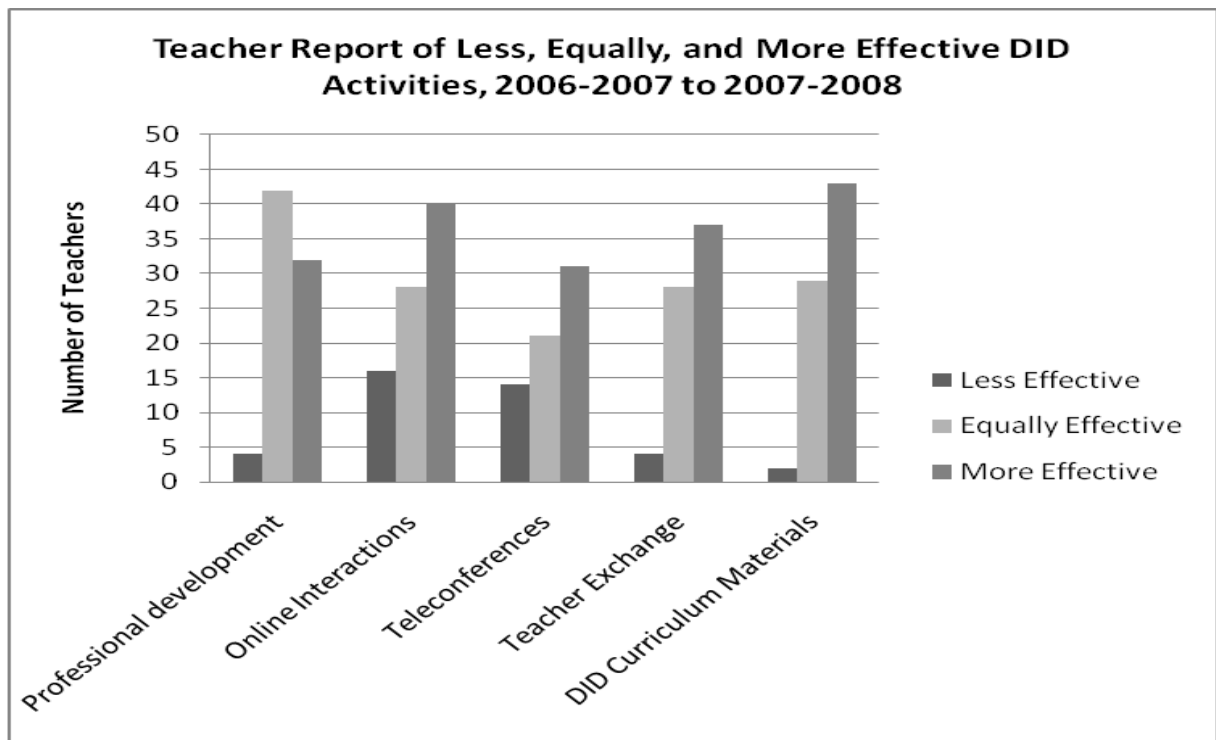
Teachers from almost every site mentioned that they would have liked more time to talk with students, and would have appreciated less scheduled time on the exchanges.

Teachers from several sites mentioned that it would be advantageous if students could go on the exchanges.

Comparison of Years 3 and 4

One of the advantages of a multi-year program is that participants can reflect on the changes in the quality of the program. We asked teachers who had participated in the third year of the DID Project to compare Years 3 and 4 in terms of the effectiveness of various aspects of the project. The data in Table 12 indicate that overall, the teachers believe the curriculum materials reflect significant improvement. While some teachers find that the online interactions and the teleconferences have improved as well, a fair number of teachers also report that these components are now less effective. The online interactions and the teleconferences are discussed later in this report.

Table 12. Teacher Comparison of DID Activities, Year 3 to Year 4



Summary:

Teachers reported a very high level of satisfaction with the two major professional development experiences, the workshops and the teacher exchanges. They found the workshops to be well organized, interactive, and purposeful. The ongoing support they

received from Site Coordinators and teacher colleagues was critical to the teachers' success in the classroom. Teachers from two of the European countries (Lithuania and Serbia) mentioned they would like to see more content and perspectives from their locales reflected in the curriculum materials. The teacher exchanges appear to be providing multiple opportunities for teachers to enhance their worldviews as well as their thinking about pedagogy. Teachers recommend that more time be devoted to talking with students during the exchanges, and that at some point, students participate in the exchanges.

Impact on Teachers' Content and Pedagogical Knowledge

The second evaluation question is: Did teacher members deepen their content and pedagogical knowledge as a result of professional development activities? As shown in Table 13, almost 100% of the teachers indicated they developed sufficient skill through the *DID Project* to conduct effective deliberations in their classrooms. Further, 94.2% said their involvement in the project had deepened their understanding of democracy.

Table 13. Teacher Perceptions of their Skills and Understanding (N = 138)

Items:	SD	D	sd	sa	A	SA
a. After my involvement in this project, I have enough skill to conduct effective deliberations in my classroom.	.7%	0.0%	0.0%	6.5%	43.5%	49.3%
b. My participation in this project has deepened my understanding of democracy.	2.2%	1.4%	2.2%	18.1%	23.2%	52.9%

Note: SD = Strongly Disagree, D = Disagree, sd = Slightly Disagree, sa = Slightly Agree, A = Agree, SA = Strongly Agree

Interviews with teachers also suggested that they deepened their pedagogical and content knowledge as a result of participating in the various activities associated with the *DID Project*. The following responses are typical of those offered by teachers when they were asked the question, "What knowledge and skills do you feel you developed as a result of participating in this program?"

Knowledge? I love the range of issues that they provide and which to me is great because I can take...even if I decide to use a modified form of the protocol, I love the materials because the materials can be applied almost anywhere in my curriculum. I can use it for World History, I can use it for U.S., and I can use them for the governments. I like that a lot. Skills, again, I learned...Well, I don't want to say I learned because, hopefully, I know it. I remind myself to slow down and listen to kids because I'm a very fast-paced instructor and I often assume that they're getting it, but they're not. (Los Angeles, teacher, interview)

I think I, myself, understand the deliberation process a little better and how to talk about issues without ya' know being one-sided, not being biased about issues and just being a little more open to discussion myself. Because sometimes when people ask me questions, I have these preconceived notions. And I think being in DID has helped me to be a little more open to things and being able to listen to the other side a lot better myself. (Los Angeles, teacher, interview)

In the first place, deliberation technique. Everybody asks me to explain what is deliberation, and I especially like this deliberation concept. And if this project will

last here, and you're here, it would be good for developing a democratic system in our country. At least, this is my opinion. (Serbia, teacher, interview)

Summary:

It is clear that the *DID Project* has had an important impact on teachers' content and pedagogical knowledge. All teachers report that they have the skill to conduct deliberations in their classrooms, and that through the professional development workshops and the teacher exchanges, their understanding of democracy has been broadened and deepened.

Sources of Support for Teachers

The third major evaluation question is: What support was provided for *DID Project* teachers? Teachers were asked “What support for implementing ‘deliberation’ was most helpful to you?” in an open-ended survey item. Teachers were most likely to mention the Site Coordinators and discussion/collaboration with colleagues (particularly experienced *DID Project* teachers). Teachers also noted, although less frequently, school administrators, *DID Project* curriculum materials, and the *DID Project* website. Teachers in Europe were much more likely to mention support from their school than were teachers in the United States. Following are some representative comments:

The project coordinators were very helpful—as was discussing issues with other teachers involved. (Azeri teacher, survey)

The most helpful was the support from the project, i.e., the methodological directions in leading the class. (Estonian teacher, survey)

From the project- teaching materials, opportunity to observe lessons led by the partners, qualification seminars. Other teachers- observing discussions and talking about them. From school- photocopying services, arranging comfortable schedule. (Lithuanian teacher, survey)

The support from school’s principal and all teachers. I could always count on colleagues to help in class realization, considering that this class took two consecutive periods. They were always ready to work around their and my schedules. (Serbian teacher, survey)

It was very helpful to have the opportunity to observe another teacher doing a deliberation before I had to do it on my own. (Colorado teacher, survey)

Having another DID teacher in the school was very helpful. (Fairfax County teacher, survey)

The feedback from other teachers on how they used the SAC method was very helpful. The other teachers brought in many tools for understanding the reading and applying the methods. The project coordinator found great speakers for the professional development to break down the issues. There should be more guest speakers and it would be great to be able to get a guest speaker in our classrooms. (Illinois teacher, survey)

Observing a deliberation and participating in a deliberation. Having an experienced teacher help me with my first deliberation. (Los Angeles teacher, survey)

Table 14 summarizes the responses from teachers on the open-ended survey item.

Table 14. Sources of Support Most Helpful to Teachers in Implementing Deliberations (N = 131)

Source of Support	N	% ^a
Site Coordinator	68	52
Other Teachers	50	38
School Administration, District	31	24
Workshops	14	11
Project Materials	8	6
Website	7	5

^aPercentages do not add up to 100 because respondents were able to give more than one response. Due to space limitations, only those responses offered by two or more teachers are presented.

We conducted six interviews with administrators across the sites, and found overwhelming support for the project. Administrators were often key to facilitating flexible scheduling for teleconferences (e.g., teacher and student absences from regular classes), and ensuring that teachers were able to attend staff development sessions. The Serbian administrators seemed to take particular interest in the various aspects of the *DID Project*, and viewed it as a source of pride for their school and communities (one principal told his teachers that he had worn a tie specifically in honor of our visit).

Summary:

Teachers report multiple sources of support to enable them to implement the goals and objectives of the *DID Project*. Site coordinators and teacher colleagues appear to be particularly important sources of support. Most notably, the support is of an ongoing (as opposed to a singular or intermittent) nature.

Teacher Practices

The fourth evaluation question is: Are the goals and objectives of the professional development experience reflected in teachers' practices? The goals and objectives of the *DID Project* stipulate that teachers should conduct a minimum of three deliberations in their classrooms. Although not a stated goal, some teachers have also had the opportunity to engage in online exchanges through the Discussion Board with teachers at their partner site. Thus, in this section, we also report on teachers' use of the Discussion Board as a form of teacher-to-teacher communication.




Classroom Deliberations

Responses from teachers and students indicated that 96% (132 of 138) conducted a minimum of three deliberations in their classrooms. The Evaluation Team observed three class deliberations at the two sites visited.

In all six observations, the evaluators felt that the students were exposed to multiple perspectives, and gave serious consideration to those perspectives. Only one of the six teachers showed a relatively weak grasp of the deliberation process, asking students to come up to the board individually and write one argument for their position (a process that required a very long 16 minutes, with students frequently writing the same arguments on the board) with no discussion or elaboration. Even in this class, however, the students talked in their small groups about various aspects of the topic. And in all classes we observed, students were discussing important public issues and developing new understandings about those issues.

The chart shown in Table 15 includes observations of *DID Project* and *Expanding DID Project* sites in order to allow readers to see patterns across the data. As shown in the table, our observations indicated that most of the teachers were implementing most of the steps in the deliberation process. With regard to Step 1, some teachers chose not to review the rules of the deliberation. For Step 7 (Reversing Positions), some teachers disregarded this step altogether, or asked students who were presenting a particular position to share their most compelling reason with the whole class (instead of having students on the opposite side present the most compelling reason). Thus, students were not asked to purposefully think about the opposing viewpoint.

Table 15. Classroom Observations of Deliberations

 = procedure observed	 = procedure not observed	 = procedure partially observed	NA = not applicable/observer not in room
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DID Structured Academic Controversy Lesson Procedures Matrix																						
Procedure/Site	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Step 1: Introduction	NA	●	●	●	◐	●	◐	◐	●	○	◐	●	NA	●	◐	◐	◐	●	●	●	●	●
Step 2: Reading the Article	NA	●	●	●	●	●	●	◐	●	●	●	●	NA	NA	●	●	●	●	●	●	NA	NA
Step 3: Grouping	●	●	●	●	●	●	●	◐	◐	●	●	●	NA	◐	●	●	●	●	●	●	●	●
Step 4: Introducing the Deliberation Question	●	●	●	●	●	●	●	●	◐	●	◐	●	NA	●	◐	◐	●	●	●	●	●	●
Step 5: Learning the Reasons	●	●	●	●	●	●	●	◐	●	●	●	●	NA	◐	●	●	●	●	●	●	●	●
Step 6: Presenting the Most Compelling Reasons	●	●	●	●	●	●	●	◐	◐	●	●	●	NA	●	●	●	●	◐	●	●	●	●
Step 7: Reversing Positions	●	●	●	●	◐	●	○	○	○	●	○	●	NA	◐	●	●	●	○	●	●	●	●
Step 8: Deliberating the Question	●	●	●	●	●	●	●	●	●	◐	◐	◐	NA	◐	◐	◐	◐	○	●	●	●	●
Step 9: Debriefing the Deliberation	●	●	●	◐	●	●	◐	●	◐	NA	●	●	●	◐	●	●	●	◐	●	●	●	●
Step 10: Student Poll/Reflection	●	●	●	●	●	●	●	●	●	NA	●	◐	○	○	●	●	●	●	◐	●	NA	●

In some classes, teachers skipped Step 8 (*Deliberating the Question*) and moved directly from *Reversing Positions* (Step 7) to *Debriefing the Deliberation* (Step 9). In other cases, the *Deliberating the Question* step amounted to students simply stating “I’m for it,” or “I’m against it,” instead of a thoughtful discussion of shared areas of agreement and disagreement. In most classes, the *Debriefing the Deliberation* step with the whole class was thoughtful and purposeful. In a few classes, lack of time prevented the teacher from fully debriefing the deliberation. In our evaluation of the *DID Project* over the past four years, however, we have found that the whole class debriefing is critical to students gaining an in-depth understanding of the topics.

On the written questionnaire, teachers were asked: “What difficulties in implementing deliberation did you encounter?” Table 16 shows the categories of responses mentioned by more than one teacher.

Table 16. Difficulties Encountered by Teachers in Implementing Deliberations
(N = 136)

Difficulty in Implementing Deliberations	N	%^a
Time constraints due to curricular requirements	25	18
I had no difficulties	24	18
Student attitudes (shyness, lack of interest)	18	13
Students lack skills (listening, using evidence, groupwork)	18	13
Issues with technology (discussion board, teleconference, internet access)	17	13
Discussion methodology	16	12
No Response	9	7
Student lack of knowledge (language, background knowledge)	8	6
Materials (too difficult, long, complex)	6	4
Timing with partner sites	4	3
Lack of or weak connection to curriculum	3	2
Getting materials and photocopies	3	2

^aPercentages do not add up to 100 because respondents were able to give more than one response. Due to space limitations, only those responses offered by two or more teachers are presented.

Generally, most teachers who reported having difficulties were able to resolve them.

To find the same information about the Republic of Estonia. I overcame the difficulty by the internet search system. (Estonian teacher, survey)

To persuade students to substantiate a given position. I managed to overcome this by explaining, that for the choice to be meaningful, they need to consider all the possible arguments for and against. (Kaluga teacher, survey)

The difficulties were not large. First, I had to remind students more than once about rules of deliberation, because everyone wanted to express their opinion right after hearing the topic of discussion. Some students could not decide which side of discussion they are supporting. (Lithuanian teacher, survey)

Rigid thinking by students. They have their mind made up sometimes at a glance. To some degree by exposing them to multiple sides/alternatives to an issue and the reasoning behind. Shock them with the politically outrageous. (Colorado teacher, survey)

The students sometimes sped through the discussion. I quickly adjusted to make sure that they did extra background reading in addition to the required materials. In this way, they were better prepared for the deliberation. (Illinois teacher, survey)

Teachers also reported significant impacts on their teaching as a result of participating in the program, including enhanced discussion skills, a deepened understanding of democracy, and that they used deliberation methods in other classes. Table 17 shows teachers' responses to the question "In what way, if any, has your teaching changed because of your participation in the DID Project?"

Table 17. Impact on Teaching as a Result of Participation in the DID Project
(N = 138)

Impact on teaching as a result of participation	N	%^a
Teachers use strategies in other courses, topics	21	15
Teachers enhanced teaching skills (listening, using evidence, communication)	18	13
Teachers learned a new teaching technique	17	12
Teachers enhanced classroom discussions	16	11
Teachers increased focus on current social issues	13	9
No response	13	9
Teachers deepened knowledge of global issues	9	6
Teachers reported an impact on student skills (listening, using evidence, communication)	9	6
Teachers' attitudes improved (confidence, more open-minded)	8	6
Teachers deepened understanding of democracy	7	5
No impact	7	5
Teachers gained access to new materials	6	4
Teachers developed better relationships with, understanding of students	6	4

^aPercentages do not add up to 100 because respondents were able to give more than one response. Due to space limitations, only those responses offered by two or more teachers are presented.

Teachers in both the United States and Europe indicated an enhanced ability and desire to lead discussions of controversial issues in the classroom. Below are some representative comments:

Generally, based on available time, I give more space to DID topics and try to apply some of the new ideas to my teaching practices, e.g., work in groups. (Czech Republic teacher, survey)

In this (debate) class it became easier to involve students in discussions. In the lessons I use more often conversations, encourage searching for additional information, provoking defense of different opinions. I think I provide more opportunities for students to express their opinions. (Lithuanian teacher, survey).

I began using a deliberation strategy at my lessons on a regular basis. I began discussing social problems and political issues with my students more often. (Moscow teacher, survey)

I am even more ready to listen to students' arguments, I insist more on finding points of agreements among students in other classes as well. I am surer in myself. (Serbian teacher, survey)

I consistently use the SAC model in my classes to facilitate the development of discussion skills. I bring a global perspective to policy issues we are studying as a result of my DID experiences. (Colorado teacher, survey)

I really hope to continue to use the format of small group discussion in my classroom. I see that students were more engaged and were more involved in class than any other class period. (South Carolina teacher, survey)

So I find I'm listening more to their points of view because I have the structure and I try to follow that same kind of structure. I'll listen to their point of view; they'll listen to my point of view. (Los Angeles teacher, interview)

Perhaps the best indicator of the teachers' support for deliberation as a teaching methodology is their indication that they will continue using deliberation in their classroom regardless of whether they are connected to the project in the future. As shown in Table 18, almost 100% of the teachers agreed at some level with the statement: "Because of my involvement in this project, I will continue using deliberation in my classroom in the coming years."

Table 18. Teachers' Belief They will Continue to Use Deliberation (N = 138)

Item:	SD	D	sd	sa	A	SA
Because of my involvement in this project, I will continue using deliberation in my classroom in the coming years.	0.7%	0%	0%	2.9%	33.3%	63.0%

Note: SD = Strongly Disagree, D = Disagree, sd = Slightly Disagree, sa = Slightly Agree, A = Agree, SA = Strongly Agree

Discussion Board: Teachers Section

Two areas of the Discussion Board allotted space for teacher-to-teacher communication: the Teachers Only section of the main board and the Teachers Only forums within the site partnerships sections. The Teachers Only section of the Discussion Board provided a forum for all teachers. There was also a Teachers Only forum within each specific partnership section of the discussion board. Table 19 lists the forums, the number of topics within each forum, and the total replies to all topics within each forum. The Serbia/Los Angeles partnership used their Teachers Only forum most often, followed by Lithuania/Los Angeles. Estonia/Denver used their Teachers Only forum least often, followed by Moscow/Los Angeles.

Table 19. Teacher Only Forums

Forum	Topics	Replies
All Teachers Forum	8	50
Azerbaijan/Fairfax County	5	11
Czech Republic/Chicago	3	2
Estonia/Denver	1	0
Kaluga/Columbia	2	10
Lithuania/Chicago	1	6
Lithuania/Los Angeles	5	27
Moscow/Los Angeles	5	1
Serbia/Los Angeles	7	38

Within the All Teachers Forum, the topics that generated a higher number of responses included: Introductions (24 replies), in which teachers wrote a paragraph about themselves and what they hoped to get out of their *DID Project* experience and Effective Small Groups (7 replies), in which there was a discussion about how best to organize students into small groups. There were six other topics in this forum that all generated between two and six replies each, which were often not related to the designated topic. Some of these responses, however, provide valuable insight into the teachers' experience with the *DID Project*, such as this reply, which appeared under the topic Resources:

Posted: Feb. 23, 2008, 19:18, LA Teacher: Hello everyone! I hope this email finds you all doing very well. My thoughts are particularly with colleagues in Serbia. Please keep us updated on events.

I wanted to write about my last deliberation and would love any feedback you could offer.

I held deliberations with two classes on Hate Speech, Freedom of Expression.

The topic was a huge hit, but the deliberation itself was a bit of a challenge. I am fortunate to work with two classes of students are very comfortable with each other and full of opinions. For the first deliberation, I carefully explained that the deliberation is not just about talking or waiting to talk, but listening to understand both sides, etc, etc. There were students who definitely wanted to speak out and those who were annoyed when I'd move from one step to the next basically cutting them off, but for the most part, they worked with me and the process and it went well.

This time, not so much. They really wanted to freely discuss the topic and were bothered to be working in such a deliberate fashion. They were not rude or anything, but repeatedly asked, "when can we just talk".

As a teacher like all of you, who relishes student enthusiasm, I felt like I was sort of limiting them. That said, I see the value of the deliberation process.

Does this experience ring true for anyone else? Any thoughts/suggestions?

Unfortunately, no one responded to this post. This post shows both the potential for the Discussion Board to serve as a site for collegial conversations to take place, and the failure of it to do so. In the partnership specific forums, the majority of the posts were either introductions or reflections on the deliberations. There was some conversation back and forth between teachers about their deliberations, though few posts elicited responses from other teachers.

Summary

Overall, teachers were successful in conducting the Structured Academic Controversy (SAC), though time constraints and other obstacles continue to prevent some teachers from fully implementing the process. Teachers also noted that being involved in the DID Project has helped to improve their teaching in several ways, the most popular being the use of the SAC strategies in other courses. Importantly, the vast majority of teachers indicated that they would continue using the deliberations. While the teachers did use and appreciate the deliberations, it appears that the teachers found the Discussion Board to be only moderately useful.

Student Learning

The fifth evaluation question is: Are the goals and objectives of the professional development experience reflected in student learning? There are three distinct but overlapping components of the *DID Project* intended to promote student learning: the classroom deliberations (the core of the *DID Project*), the Discussion Board, and the teleconference. Student learning from each of these experiences is described below, as well as student attitudes toward the experiences.

Classroom Deliberations

Students' Perceptions of the Classroom Deliberations: Focus Groups

In focus groups with students in Los Angeles and Serbia, students were asked four questions about the deliberations:

- 1) What did you learn from the deliberation process?
- 2) Are the deliberations different from the types of activities you do in other classes? If so, how?
- 3) If you could change something about the deliberations, what would it be?
- 4) What do you think the goals of these deliberations were?

Learning from the Deliberations. There was a high level of consensus across sites and focus groups as to what students learned from the deliberations. According to the students, participation in the deliberations increased their: (1) knowledge of particular topics, (2) ability to express their opinions, (3) perspective-taking skills, and (4) ability to engage in civil discussions.

A student from Serbia said that she learned “to listen and respect other people’s opinions.” A student from Los Angeles explained how the deliberations had changed the way she engages in discussions:

I learned to listen ‘cuz before like I would ya’ know in debates, in class debates I would just be thinking about what I’m gonna’ say next rather than thinking about what the person is really saying. So [the deliberations] really taught me how to listen and ya’ know consider...because I wanted to jump in and say something, but I had to restrain myself. (Los Angeles student, focus group)

Differences between Deliberations and Other Class Activities. Students uniformly reported that the deliberations were different from what they normally experience in school. Students from Serbia and Los Angeles reported in the focus groups that in other classes, they were less likely to have the opportunity to exchange views with one another (“We don’t have the opportunity to speak...to say aloud our opinions” – Serbia), or to think about current political and social issues (“In other classes like we don’t really discuss issues and if they do come up, like there’s really never enough time in class for everyone to express their thoughts on it.” – Los Angeles). Students occasionally described other classes in which controversial issues were discussed, but because of the lack of structure, the discussions were not particularly fruitful. For example, a student from Los Angeles said:

When we in English class when we have debates, it’s a mess. Like I can honestly say it’s kind of just everybody like screaming from one end to the other. And you never really get to that final point because it’s not as organized as DID is. (Los Angeles student, focus group)

Changing the Deliberation Process. When asked whether they would change anything about the deliberation process, there were students in both Los Angeles and Serbia who said no. There were, of course, some differences of opinion within focus groups. For example, in Los Angeles some students wanted to be able to choose the position they were to represent; others saw value in taking positions with which one disagrees. In Serbia, students expressed a desire for topics more germane to their locale, such as the elections that were about to take place in the country at the time of the focus groups were conducted.

Goals of the Deliberation Process. In the focus groups, students were asked what they thought the goals of the deliberations were. Students from both countries, across focus groups, saw two of the major goals of the deliberations as (1) increasing student knowledge about current social and political issues, and (2) developing students’ ability to form opinions.

[The goal] is to make the young people familiar with the social issues or the current issues and to discuss that really in order to get, to reach their own conclusions or some solutions. (Serbian student, focus group)

[The goal is] maybe to promote awareness of the issue ‘cuz a lot of times, like sometimes you don’t realize...you just know like one side of the story. You don’t realize there are people against it. (Los Angeles student, focus group)

Students at both sites also saw the connection between the deliberations and their current and/or future involvement in democratic processes.

[The deliberations] help us kind of be more involved in our politics and issues involved in our world because what we think and what we feel does kind of matter because they directly involve and affect us and the areas of our life. So we should be well-informed about things so that we could either oppose them or give our input or our ideas on them. Also, so that we can be aware of what not to do or things ... mistakes people have made in the past that we can learn from. And this will get us ready for when we're fully grown. Then we can vote and just be involved in our politics a lot more because a lot of times people don't take advantage of their right to vote and they're not politically involved; they just choose whatever the majority says. But it's good if we have our ... we learn to express like our ability to argue and form our own opinions and all that good stuff. (Los Angeles student, focus group)

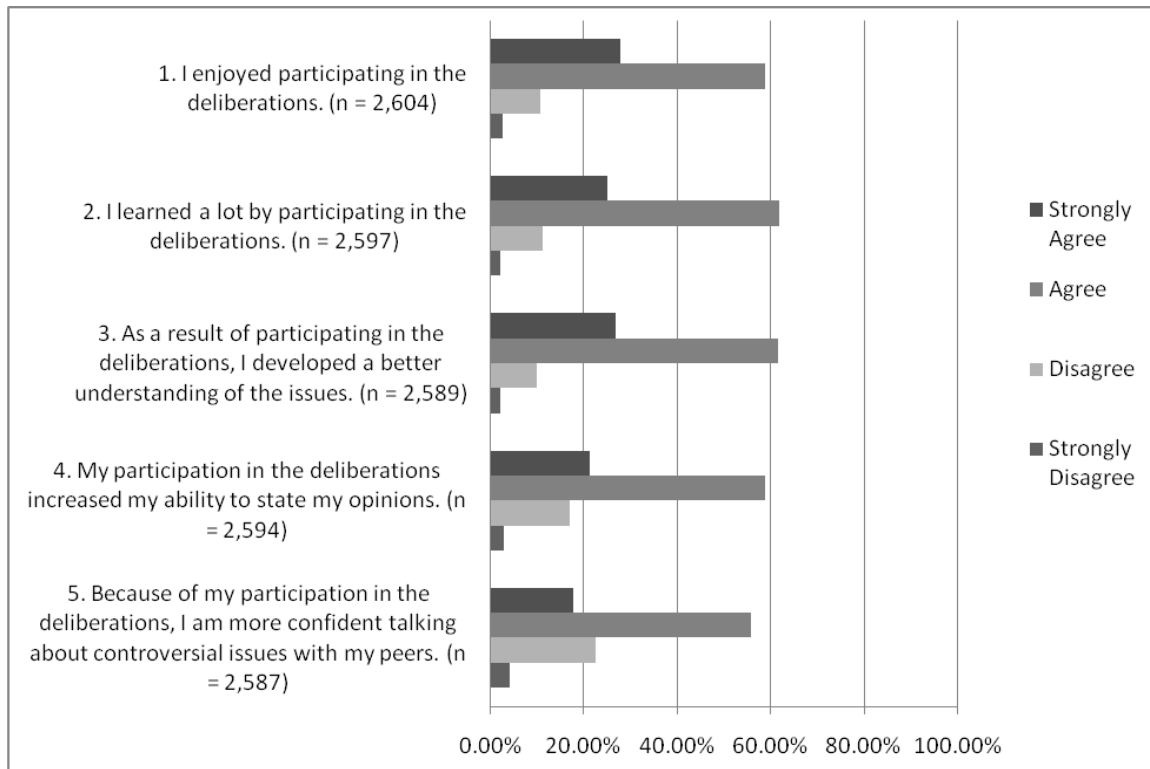
The goal of our teacher is to introduce democracy to us, a normal political system, because here...and so then we don't have a clue about political systems, voting systems and everything of that kind. And this is like an introduction and preparation for us to vote, and to become voters and active participants in the social life. (Serbian student, focus group)

In Year One of the *DID Project*, very few students verbalized the connection between the deliberations and democratic processes. It is significant that these students, with no prompting, were cognizant that the deliberation process represents more than simply another pedagogical strategy or technique. This is perhaps due to teachers being more intentional about pointing out the connections to their students.

Students' Perceptions of the Classroom Deliberations: Survey Reports

Five items on the student survey asked students about their experiences with the deliberations. Between 80-88% of the students responded that they had increased their knowledge and skills as a result of participating in the deliberations (see Table 20, items 2, 3, 4). Eighty-seven percent (87%) reported that they enjoyed the deliberations, and almost three-fourths (74%) reported developing more confidence in their ability to discuss controversial issues with their peers as a result of participating in the deliberative process. These results are very similar to those reported by students in Year Three.

Table 20. Students' Self-Report on Experiences with Deliberations



Students were asked to indicate the degree to which they enjoyed various aspects of the deliberations (Table 21). Over 90% of the students reported that they enjoyed hearing different perspectives and learning about the topics. Over 85% appreciated that the format allowed everyone to speak and that they were able to express their opinions. It is not surprising that students reported less enjoyment associated with reading and writing about the deliberation topics. What is moderately surprising, however, is that a majority of students indicated that they enjoyed reading (70.9%) and writing (54%) about the topics.

Table 21. Students' Report of What They Enjoyed About the Deliberations

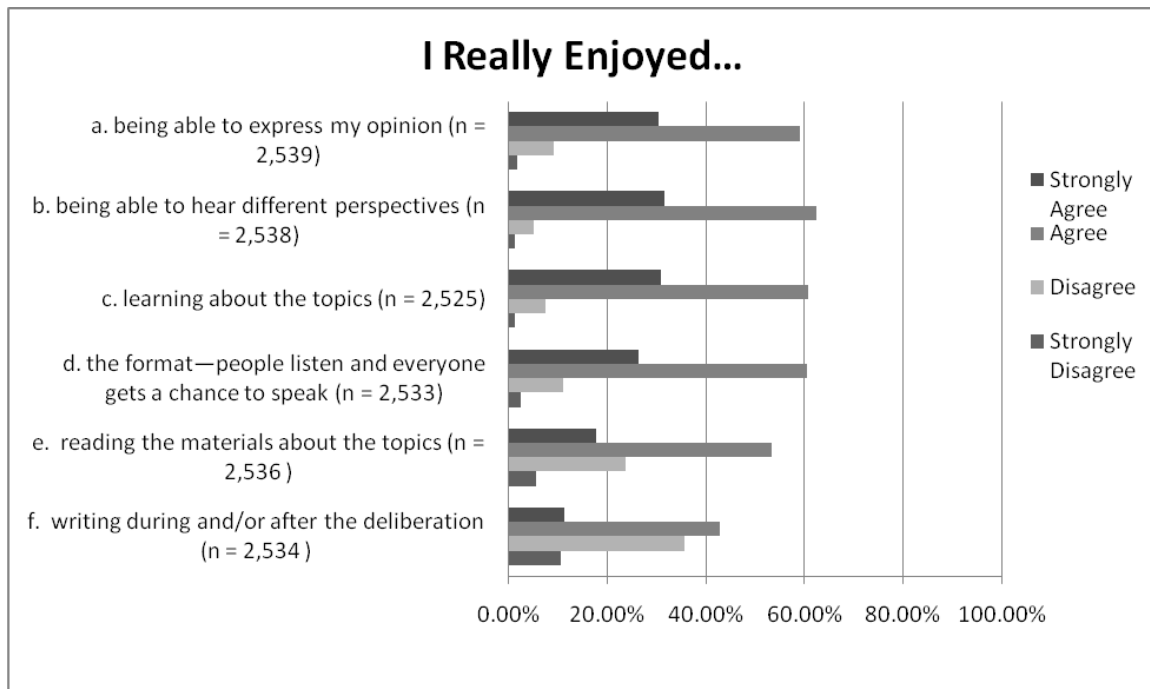


Table 22 shows the topics students most enjoyed and those from which they learned the most. Of the 301 students who deliberated on the Bush Doctrine, for example, 6% enjoyed it the most, and 14% said it was the deliberation from which they learned the most.

When asked from which deliberation they had learned the most, students were most likely to report the *Cloning* and *Global Climate Change* issues (see Table 22). The topics students reported they enjoyed the most were topics closer to students' lives: *Juvenile Offenders* and *Violent Videogames*. The results are difficult to interpret, however, because sites deliberated different sets of issues.

Table 22. Topics Students “Most Enjoyed,” From Which They “Learned the Most” (N = 2,651)

Topic	Number of Students Deliberating Topic	“Most Enjoyed” Topic %	“Most Learned” Topic %
Bush Doctrine	301	6%	14%
Cloning	487	27	37
Compulsory Voting	1,521	20	27
Cyber Bullying	566	28	20
Domestic Violence	181	7	4
Educating Non-Citizens	454	26	20
Euthanasia	272	30	22
Free & Independent Press	371	16	22
Freedom of Expression	967	20	19
Freedom of Movement	141	6	10
Global Climate Change	1,074	23	32
Globalization and Fair Trade	208	13	25
Juvenile Offenders	1,122	37	30
Minorities in a Democracy	564	17	20
National Service	173	16	11
Public Demonstrations	347	12	20
Recycling	357	11	17
Violent Videogames	1,097	33	21
Youth Curfew	385	28	20
Other	85	28	16

One indicator of the impact of the deliberations on students is the degree to which they talk to others outside of class about their experiences. Tables 23 and 24 show the percentage of students by site who talked about the deliberations with family members and peers outside of class, respectively.

Table 23. Students' Report of Discussing Deliberations with Family Members

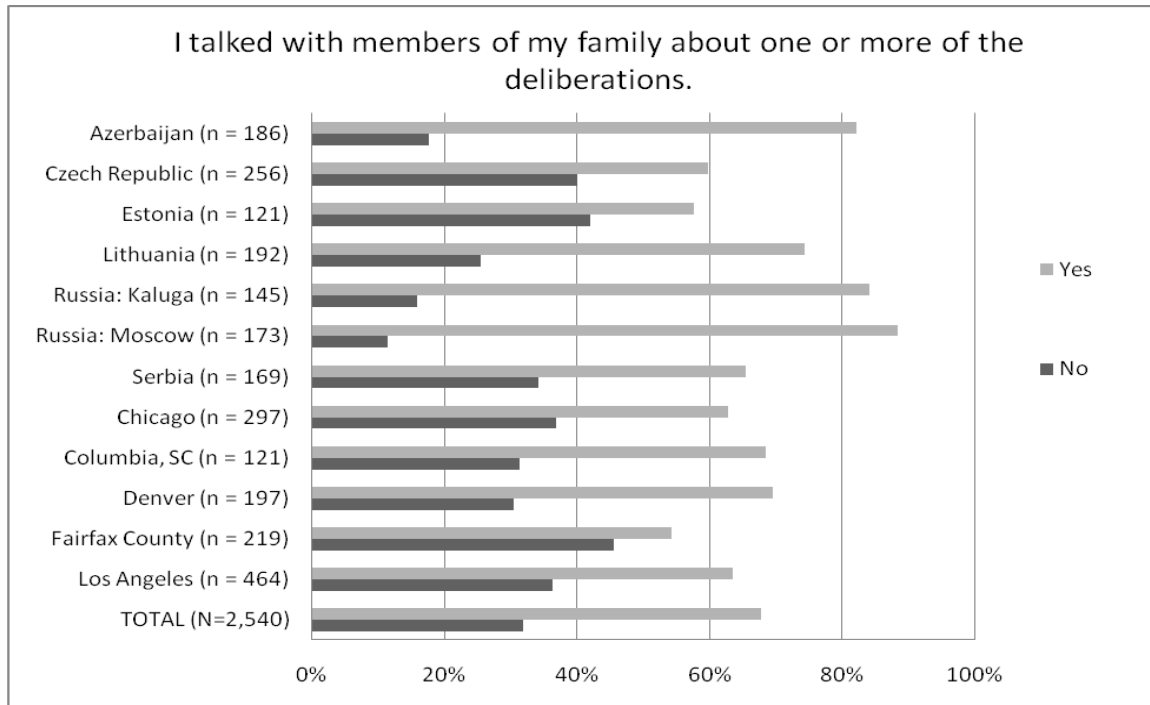


Table 24. Students' Report of Discussing Deliberations with Peers Outside Class

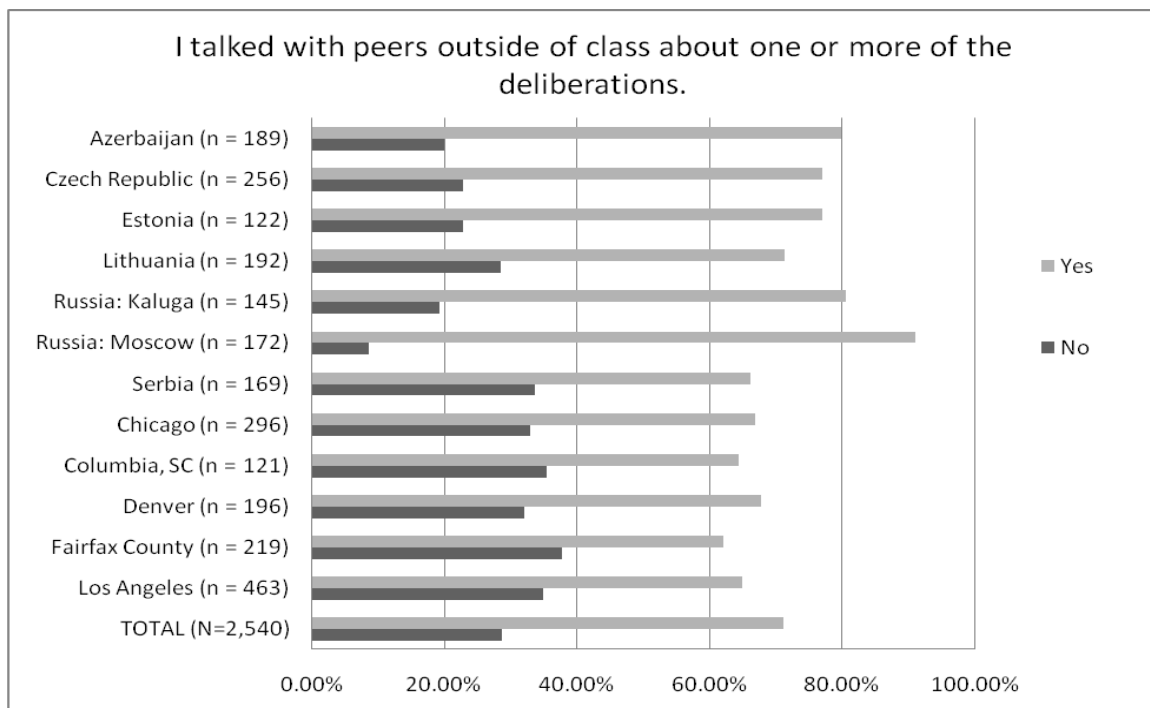
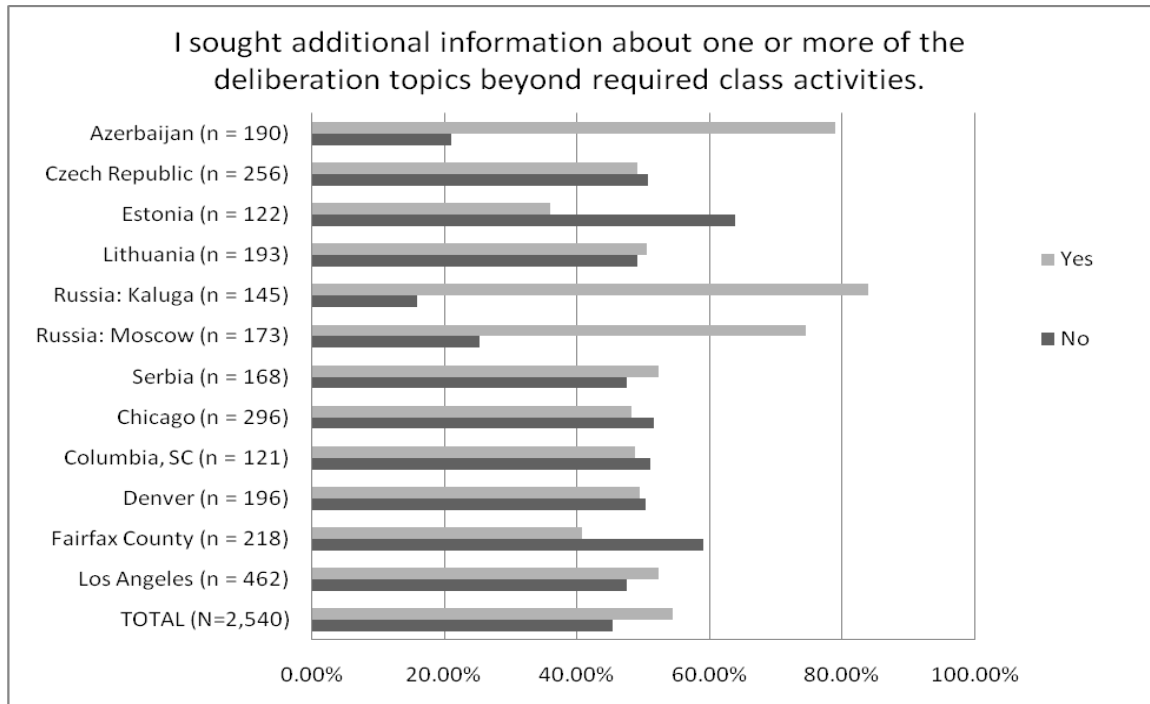


Table 25. Students' Report of Seeking Additional Information about Deliberation Topics Outside Class

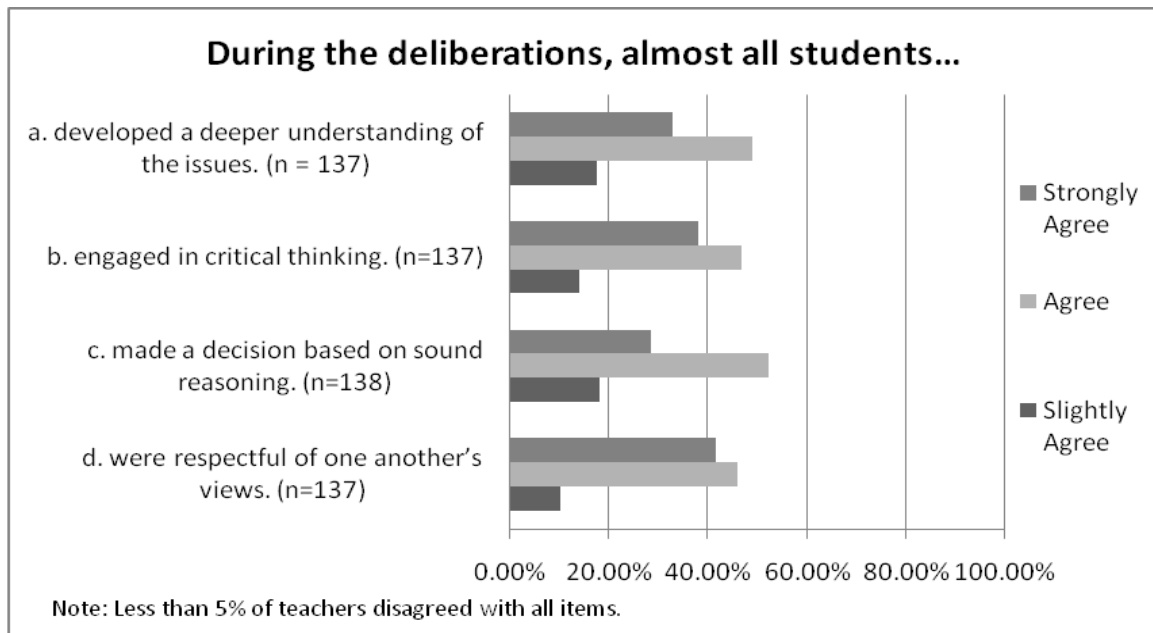


Similar to Year Three, Azeri and Russian students were most likely to talk about the deliberations with family members. They were also most likely to seek additional information about the deliberation topics outside of class (Table 25). Also similar to Year Three, European students were generally more likely to talk with their peers outside of class about the deliberations than were U.S. students, and students from the United States were about as likely to talk with family members as with peers. In general, Tables 23-25 suggest that the European students were somewhat more interested and invested in the deliberation process and topics.

Teachers' Perceptions of the Classroom Deliberations

Over 97% of the teachers who responded to the survey agreed (slightly to strongly) that during the deliberative process, their students developed a deeper understanding of issues, engaged in critical thinking, used sound decision-making processes, and respected their peers' perspectives (see Table 26).

Table 26. Teachers' Report of Student Learning through Deliberation



In both interviews and open-ended responses surveys, teachers also reported students learning a variety of skills, such as listening, supporting their arguments with evidence, and being more respectful of other opinions.

[The students] feel important because they're supposed to align their attitudes with somebody else, and make an agreement and then present their opinion to somebody else, and then discuss that, you know with...given arguments, you know, for what they're thinking about. So that boosts their self-confidence and empowers them, so they feel like appreciated in the end. (Serbian teacher, interview)

During the exercises I observed more open connection between students, the desire to share accumulated experiences, willingness to hear other friend's opinion. (Lithuanian teacher, survey)

I have my students deliberate issues I most likely would not have covered in my curriculum. For example; global warming is a critical problem in our country. I usually don't have time to cover it. My students and I learned so much from that deliberation. Several students even wrote their representatives about the issue following the deliberation. (Illinois teacher, survey)

The DID Discussion Board

Students had the opportunity to get other perspectives on their deliberation topics from students in other classrooms either in their country or in another country through the use of the Internet and the *DID Project Discussion Board*. Working closely with all sites,

CRF-Los Angeles oversaw the development and maintenance of the online Discussion Board. The *DID Project* staff envisioned that teachers could use the Discussion Board for planning with their partners as well as working with their students. Students could utilize the Discussion Board to deepen their knowledge about the deliberation topics and other issues important to young people around the world. Although participation was optional according to the Project Coordinator, all participants were encouraged to utilize the Discussion Board to learn more about one another and what it means to be a citizen in a democratic society.

The Discussion Board, located at <http://www.deliberating.org/>, had a section for all teachers and students involved in the *DID Project* and a section for the eight site partnerships. Within each section, there were sub-sections with multiple forums and multiple topics within each forum. For example, there was a “Students Only” section (teachers have access) open to all *DID Project* students, within which there were two forums. One of the forums was entitled *Citizenship in a Democracy*, and included the following prompt: “Living in a Democracy -- What does it mean to live in a democracy? What are the roles of a citizen?” Within each of the eight site partnerships, there was a forum for each of the paired classroom partners. The classroom partners created and responded to topics started by the Site Coordinator or by any teacher or registered student. Site Coordinators typically started a topic for each of the classroom deliberation questions, and teachers and students started topics related to other current issues or to school and student life.

When teachers and students registered, they were associated with a member group. A student from Chicago, for example, had access to the general “Students Only” forums and to the “Chicago/Czech Republic” forums. DID teachers had access to the “Teachers Only” forums and to their classroom partnership forum. All 138 DID teachers and 4,095 students were registered members.

Table 27 shows the number of students from each site who indicated on the written survey that they had participated in online discussions with students from other schools. As in Year Three, Chicago and Columbia, South Carolina had the highest percentage of DID students who reported participating in online discussions; in general, the European students reported a lower level of participation than did their U.S. counterparts.

Table 27. Student Participation in Online Discussions

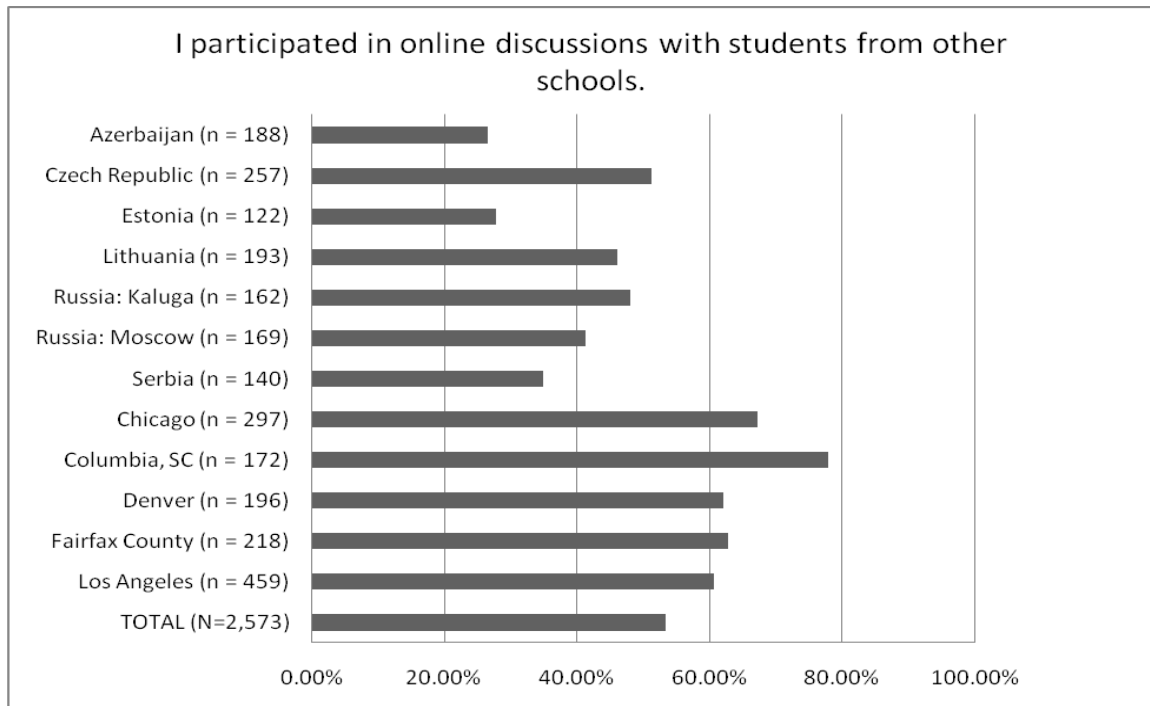


Table 28 shows the number of posts on the *DID Project* Discussion Board for students and teachers at each site, and it shows the number of posts by students to the site partnership topics. The number of members by site ranges from under 100 in Serbia to over 900 in Los Angeles. The total number of student posts in Year Four was 10,709, a decline of about 37% from Year Three's 16,960 posts.

Table 29 shows the number of postings by all student members from each site. For example, 158 Moscow students and 164 Chicago students did not post at all. Conversely, four Lithuanian students and eleven Los Angeles students each posted between 21-50 times.

Table 28. DID Discussion Board Posts by Students and Teachers by Site

Site	Student Members (n)	Total Posts by Students	Total Posts by Students to Site Partnerships	Total Posts by Teachers
Azerbaijan	150	1,748	549	55
Czech Republic	440	584	415	34
Estonia	103	127	110	1
Lithuania	337	862	567 ^a , 80 ^b	9
Russia: Kaluga	305	367	263	44
Russia: Moscow	231	166	39	2
Serbia	80	64	59	34
Chicago	495	1,707	1,051 ^c , 115 ^d	23
Columbia	232	712	541	36
Fairfax County	366	1,274	625	41
Denver	321	515	418	7
Los Angeles	926	2,583	574 ^e , 31 ^f , 59 ^g	91
Total	3,986	10,709	5,496	377

^a Lithuania partnership with Los Angeles

^b Lithuania partnership with Chicago

^c Chicago partnership with Czech Republic

^d Chicago partnership with Lithuania

^e Los Angeles partnership with Lithuania

^f Los Angeles partnership with Moscow

^g Los Angeles partnership with Serbia

Fifty-one percent (51%) of all student members did not post during the *DID Project*, which is 9% higher than the number of students who did not post during Year 3 of the *DID Project*. Another 11% of students posted only once, compared to 14% during Year 3. Three students each posted over 300 times, accounting for 12% of the total number of student posts. However, the data need to be viewed with some caution. The actual number of students involved in viewing and posting on the *DID Project* Discussion Board is unknown because pairs or groups of students sometimes posted together. Although 51% of the registered users did not post in their name, this does not necessarily mean that they did not participate in the Discussion Board. The only conclusion we can state with some certainty is that 49% of the users posted one or more messages, and about 2% posted 11 or more times. During Year 3 of the *DID Project*, 58% of the users posted one or more messages, and about 8% posted 11 or more times. For those members showing posts in their name (excluding the 51% who

did not post at all), an average of three posts were made. During Year 3 of the *DID Project*, the average was seven posts per student.

Table 29. Students' Participation on Discussion Board by Site and Number of Posts

Site	Number of Posts by Number of Students									
	0	1	2-5	6-10	11-20	21-50	50-100	101-200	201-300	301-600
Azerbaijan	100	16	12	9	7	1	1	1		3
Czech Republic	274	51	88	21	4	2				
Estonia	91	4	8	7	2	1				
Lithuania	268	29	23	5	2	4	3	3		
Kaluga, Russia	170	51	70	12	2					
Moscow, Russia	158	34	36	1	2					
Serbia	52	16	9	3						
Chicago	164	34	177	85	33					
Columbia, SC	63	21	99	41	7	1				
Fairfax County	108	31	138	66	22	1				
Denver	177	44	77	16	4	3				
Los Angeles	431	116	199	125	44	11				
Totals	2056	447	936	391	129	24	4	4		3
Percent	51%	11%	23%	10%	3%	1%	>1%	>1%		>1%

The number of posts does not, of course, reveal anything about the content or quality of the posts. Following is a representative example of an exchange of opinions between students in Moscow and Los Angeles after their classroom deliberations about whether democracies should make voting compulsory. Also of interest are the comments between students at the same site:

Deliberation Question: *Should voting be compulsory in our democracy?*

Posted: Jan. 22, 2008, 16:59, Los Angeles:

Quote (Los Angeles Student @ Jan. 04 2008,11:10)

Our deliberation in class was on compulsory voting. I am in favor of it because everyone can participate in stating their opinion.

I disagree with [Los Angeles Student]. If voting was mandatory then there would be more of an issue with the way the government is by the citizens.

Posted: Jan. 22, 2008, 17:23, Los Angeles:

Quote (Los Angeles Student @ Jan. 04 2008,11:04)

Our first deliberation in class was on compulsory voting. I am for compulsory voting because it makes a huge difference to our government. When everyone votes the rich and poor participate in equal choices. There will be less socioeconomic differences.:cool:

I disagree what happens when the poor vote for the rich to make less money and the rich argue because they want to get what they work for and if they do more then they should get more. The poor could have the same thing if they tried harder and it would make a more harsh government if people didn't know what they were voting for so then what would happen?

Posted: Jan. 24, 2008, 17:19, Los Angeles: In school we deliberated on compulsory voting. I am in favor of compulsory voting. Compulsory voting would be a good thing because it will make sure that people that would be good to run the country will be elected. It will raise awareness on the subjects that are on the ballot it will help people understand and give them the power to speak their opinion. Voting is a privilege that should not be taken for granted. It would be good because poeple are always complaining about how theie mayor, governor, or president is not up to the job if voting was made mandatory people would take an interest in the elected officials and what kind of plans they have for the future like the laws that would affect the voting public. 😏

Posted: Jan. 28, 2008, 07:33, Moscow: I consider, that voting should not be obligatory. To vote - to make a responsible step of a choice of our life, instead of a choice of the deputy (or parties). One of wise politicians has told, that voting by the people who are not understanding the politician, turns to circus. Only those who knows therefore should vote, that it does. Though Georges Natan, the American literary critic, has told: " Bad statesmen are selected good citizens..., not participating in voting... ".

Posted: Jan. 29, 2008, 01:37, Moscow: Hi my dear friends. I think that we must vote because it is very important for us

Posted: Jan. 29, 2008, 01:40, Moscow: I agree with [student who made previous comment]!

Posted: Jan. 29, 2008, 01:41, Moscow: I think that obligatory voiting is not good for our democracy,because our country is free. So our choice must be free.

Posted: Jan. 29, 2008, 01:46, Moscow: I think that obligatory voting is very important for our country.

Posted: Jan. 30, 2008, 04:35, Moscow: I think, that compulsory voting isn't so good for democracy countries. People should have the right to refuse to participate in politics. Just as the right of free speech includes the rights to be silent, the right to vote should include the right NOT to vote.

Posted: Jan. 30, 2008, 09:33, Los Angeles: In our class we deliberated compulsory voting. I agree that compulsory voting should be a law. Voting is a privilege because many people want to vote but they are immigrants in the country they live in.

Posted: Jan. 30, 2008, 10:28, Moscow: As far as i know all developed countries in the world have their own constitutions which support people's rights and duties.According to these conctitutions every citizen has he right to elect and to be elected to all legislative bodies:)Election is a very essential part of people public life:)Sometimes people don't want to take part in voting.I think there are some reasons for it.They may not see a worthy candidate to vote for or they

don't share the candidates view. Nevertheless a government shouldn't make people vote if they don't want to. One of the most important problems with election is that in some countries people don't believe in official scores of voting, trust the forged figures not very often:))) its my mind:)):p 🤪

Posted: Jan. 30, 2008, 12:04, Los Angeles:

Quote (Moscow Student @ Jan. 30 2008, 04:35)

I think, that compulsory voting isn't so good for democracy countries. People should have the right to refuse to participate in politics. Just as the right of free speech includes the rights to be silent, the right to vote should include the right NOT to vote.

What if most of those people who refuse to participate in voting are the lower class citizens. That would mean the higher class or (the rich) would have the word and make decisions which would benefit them and only them. People should be educated and motivated in participating in voting to make choices that would not only benefit them but all of society!!!! 😏

Posted: Jan. 30, 2008, 19:05, Los Angeles: I am undecided about compulsory voting. I think too hard about the ups and downs of what it could result to. One negative thing about it is that if there is no voting then it would be something like a dictatorship where the people have no say in the laws or who they want their elected official to be. A positive thing would be that you can look over a law and vote that it should be or not.

This online exchange was part of one of the lengthier threads pertaining to one of the DID deliberation topics. In this exchange, there are a few bits of conversation, in which students responded to each other's posts, as well as the more typical type of post, which involved one student stating her opinion without responding to someone else's post. It is important to note the elapsed time of the conversational pieces; they often occur over a short period of time. Some of the complaints about the Discussion Board referred to the time students often had to wait to receive a response to their posts – these conversational posts demonstrate how willing students were to engage in conversation if they felt they would receive a rapid response. The Discussion Board was full of these false starts, in which conversations would be started and abandoned and the majority of posts were left with no response or engagement by other students.

Table 30 shows all the topics in the section of the Discussion Board open to all DID students. The data indicate that students from almost all of the DID sites gave information or opinions on cultural and political topics. There was much less activity in this section of the Discussion Board as compared to Year Three: all topics in 2006-07 had 5,339 replies compared to 1,217 replies to the all topics in 2007-08. This represents a decline in posting in the All Students forum by about 77%.

Table 30. Participation in the Students Only Section of the DID Discussion Board

Forum	Topic	Replies	Sites Represented ^b	Views ^a
Your Country	Symbols	873	11	8,562
Citizenship in a Democracy	Kosovo Independence	12	3	196
	Living in a Democracy	332	11	2,802

^aThe term "Views" is used to denote when an entry on the Discussion Board is viewed, but no response is posted. These numbers reflect all sites participating in the *DID Project* and the *Expanding DID Project* because the data could not be disaggregated.

^bFor this table, the three site partnerships in Los Angeles, two partnerships in Chicago and two partnerships in Lithuania are counted as one site each.

Topics related to school and student life were also discussed in the classroom partnership forums. Most forums included at least one topic that encouraged students to write about aspects of their lives and to ask one another questions. During the following typical exchange, Los Angeles and Lithuanian students learned about each other's tastes in music. This thread also shows the interactions that take place between students at the same site:

Discussion topic: My favourite style of music and bands. We would like students to write about their favourite style of music, singers and bands and explain why they like this particular kind of music and group.

Posted: Feb. 12, 2008, 06:00, Lithuania: And more about music and character: Alternative music, heavy metal and rock belongs to rebellious music, and people who like it are curious, unafraid to take risks, physically active and reasonable, friendly, not very categorical. These "rebels" like to watch dramas, romantic or classical movies. They appreciate family peace and safety. 😊

Posted: Feb. 12, 2008, 06:46, Lithuania: I don't agree with [Student]. I think that is person character, personality and music, which he or she like is a different thinks. If I listening rock music it doesn't mean that i am rebel. If home-bird listening heavy metal or something like that it doesn't mean that he is a friendly soul and like to be with friends or have an interesting activities. There are people, who like listening classic, and they seems very serious and close but actually they are really furious and they take part in o lot of activities. Everyone chose that music, which he like and it not depend on person character. 😊

Posted: Feb. 12, 2008, 06:49, Lithuania:

Quote (Student @ Feb. 12 2008,06:00)

And more about music and character:

Alternative music, heavy metal and rock belongs to rebellious music, and people who like it are curious, unafraid to take risks, physically active and reasonable,

friendly, not very categorical. These "rebels" like to watch dramas, romantic or classical movies. They appreciate family peace and safety. 😊

I definitely disagree with this opinion. I like rock music very much but i don't think if i listen it i am a person who like to watch dramas or classical movies. Personally, I can't stand classical movies. Furthermore, I've been rebellious person since I was a child so it doesn't depend on the music i'm listening to now. ;]

Posted: Feb. 12, 2008, 06:54, Lithuania: I am absolutely agree with my friend [student who wrote the previous post].
Furthermore, i think that person character and film, music, which he like are two incompatible thing. 😊

Posted: Feb. 12, 2008, 06:59, Lithuania: How I can see, [Student] supports my opinion. So it proves that [student who wrote previous post]'s charakter doesn't depend on the music she listens to too.

Posted: Feb. 12, 2008, 09:54, Lithuania: I'm so glad that [student] and [student] so actively disagree with me, but I still haven't expressed my opinion on this theme. 😊

Just what I've expected 😊
But I haven't posted all I've learned about character and personality
By the way, it is not my opinion, I took this information from Lithuanian article 😊
Which was based on the research done by European and Asian scientists 😊
I'm really happy that this theme is so interesting to discuss 😊
Thank you for your comments!!!

Posted: Feb. 13, 2008, 11:24, Lithuania: well there are some type of pop music. I think there a few good pop player such as bryan adams, sting ect. but there are much more bad music in this style. it's cheap and it doesn't persist for a long time.

Posted: Feb. 13, 2008, 11:30, Lithuania: [Student]> i really agree with you. Nowadays more and more people want to be on the stage and want to become famous. and they sing cheap music. but there are people whose like it. and what can they do if they like that music. they can't listen rock or good pop, they like cheap pop. and i can't understand people whose are hostility minded about these people.

Posted: Feb. 17, 2008, 17:22, Los Angeles:
Quote (Student @ Feb. 17 2008,14:25)

Hey girls , have you seen that you are speeking here without our firend from LA 😊
it is funny to see this fact 😊 HEY... Where are you LA?

I love to listen Swing music (Michael Buble, Dean Martin, Big bad voodoo daddy, frank Sinatra)... Love to get soundtracks from the movies (the bests songs are from the movies, really 😊)

I love Michael Buble!! I like oldies they are so much better and are more soulful

than today's music. I LOVE music from the twenties and forties, everything about it is amazing! I really like the sound of records too. It's nice to have old style way to listen to music now and then. I do love calm music though, things like Tilly and the Wall, Regina Spektor, Kate Walsh and Ingrid Michaelson are some current favorites. I agree that the best songs are from movie soundtracks. I am still in love with the Disney soundtracks. It brings me back to the happy times in my childhood.


Posted: Feb. 18, 2008, 0052, Lithuania: Yes, Disney songs are amazing... Lion king, Beast and the beauty: love these movies... They give just good emotions...



Posted: Feb. 21, 2008, 12:44, Los Angeles: disney songs are not good at all because they are boring and it is geared towards kids...i prefer rap music...not disney or punk or rock.....

Posted: Feb. 21, 2008, 19:06, Los Angeles:

Quote (Lukas Knystautas @ Feb. 18 2008,00:52)

Yes, Disney songs are amazing... Lion king, Beast and the beauty: love these movies... They give just good emotions... 

If you want a good emotions you should try to listen to Tracy Chapman.

This thread shows several aspects of the Discussion Board. Of particular interest are the elapsed times of the conversations. The Lithuanian students who started the thread have a conversation during the first two days, and then there is a lull. When the students returned to the topic, they noted that the conversation was one-sided, and that the students in Los Angeles were not involved. The response from one student in Los Angeles revived the thread for another few days. The posts are substantive, in that each post responds to a previous post. This cultural exchange, which culminated in the Los Angeles student and Lithuania student exchanging music recommendations, is excellent example of the power the Discussion Board could have in bringing DID students together. Unfortunately, this type of exchange was rare.

Table 31 shows the polls that were conducted on the Discussion Board. *DID Project* staff members initiated the 19 polls based on deliberation topics. The polls that generated the highest number of responses related to violent video games, compulsory voting and hate speech. Members could vote and then post comments to explain their vote, or do one or the other (post without voting or vote without posting).

Table 31. Polls Conducted on the Discussion Board^a

Poll Question	Votes	Comments	Views ^b
Should the Bush Doctrine be part of US foreign policy?	79	83	1,323
Should our democracy permit the therapeutic cloning of human cells?	132	217	2,689
Should voting be compulsory in our democracy?	531	613	6,759
Should our democracy allow schools to punish students for off-campus cyberbullying?	68	142	1,300
Should our democracy require health care providers to report evidence of domestic abuse to the police?	43	36	346
Should our democracy extend government support for higher education to immigrants who -as young people- entered the country illegally?	156	290	2,491
Should our democracy permit physicians to assist in a patient's suicide?	92	161	1,186
Should our democracy permit private monopolies of broadcast news media in local communities?	82	63	703
Should our democracy permit hate speech?	420	527	4,642
Should our democracy have a guest worker program?	45	27	449
Should our democracy adopt a cap-and-trade system to limit greenhouse gas emissions?	175	362	2,489
In response to market globalization, should our democracy provide "fair trade" certification for coffee and other products?	34	22	411
In our democracy, should juvenile offenders younger than 18 who are accused of serious crimes such as murder, rape, armed robbery, or kidnapping be prosecuted and then punished as adults?	130	258	2,047
Should our democracy fund elementary education for children of minority groups in their own language?	14	17	141
Should all adult citizens in our democracy participate in one year of mandatory national service?	35	54	465
In our democracy, should the government have the power to stop any peaceful demonstration in a public place for which the government has not issued a permit?	66	82	773
Should our democracy require manufacturers to recycle their products?	74	64	697
Should our democracy place criminal penalties on anyone who sells or rents violent video games rated AO (ESRB) or 18+ (PEGI) to persons younger than 18?	452	639	5,284
Should our democracy impose curfews on people under age 18?	144	233	1,793

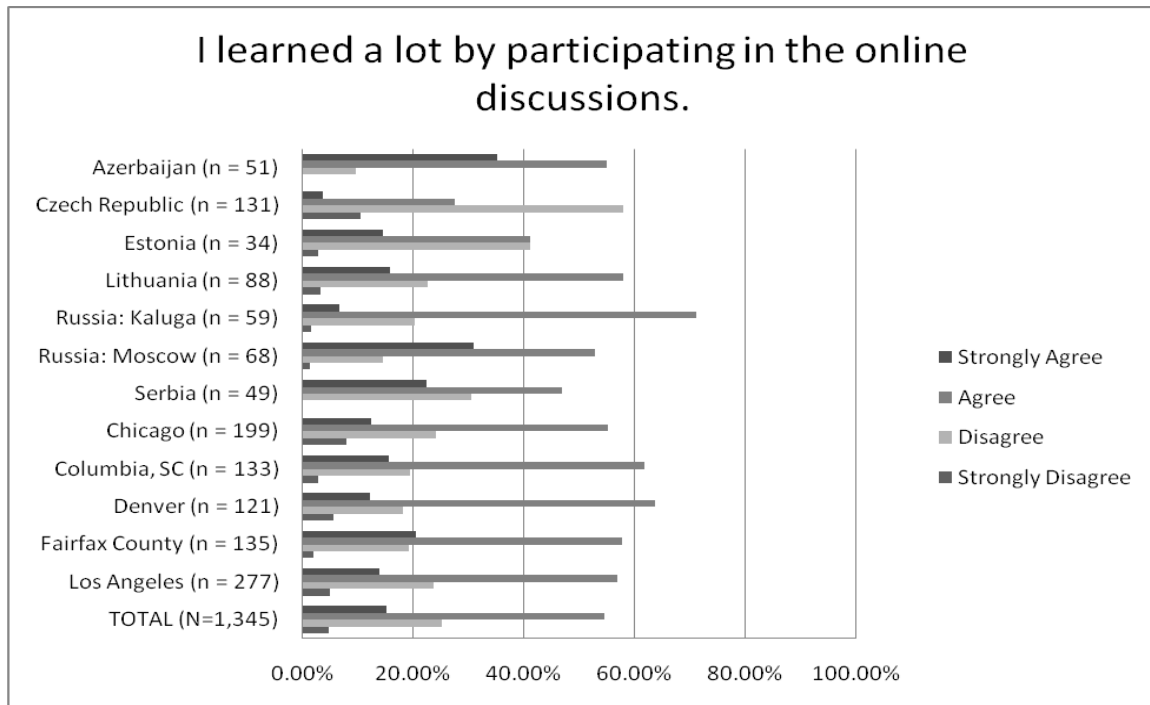
^aThese numbers reflect all sites participating in the *DID Project* and the *Expanding DID Project* because the data could not be disaggregated.

^bThe term "Views" is used to denote when an entry on the Discussion Board is viewed, but no response is posted.

Tables 32 and 33 show students' report of their experiences on the Discussion Board. Of the students who reported participating on the Discussion Board (53.4%), just over two-thirds (69.9%) said they learned a lot from their participation. This is a slight

increase from 65.9% in Year Three. 86.7% of these same students said they enjoyed the experience, which is a slight increase from 84% in Year Three.

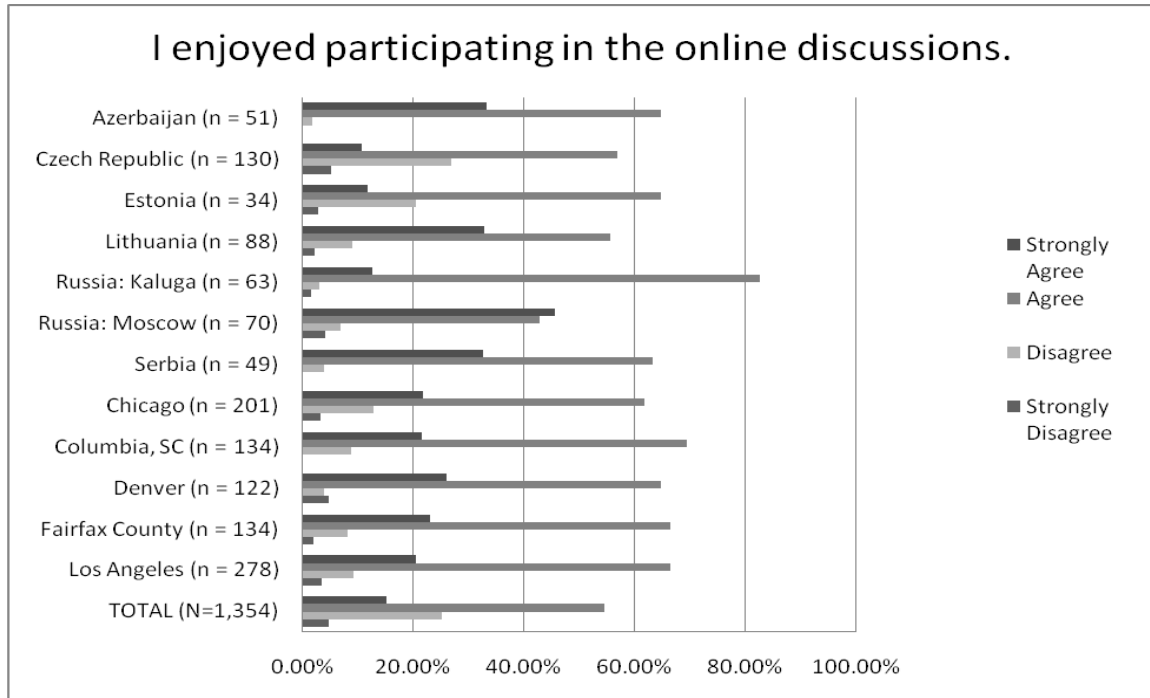
Table 32. Students' Self-Report of Learning through Online Discussions



Students in Azerbaijan and Denver were most likely to report that they had learned a lot from participating in the online discussions; in comparison to their peers in other countries, students in the Czech Republic were significantly less likely to report that they had learned a lot from the discussions. This finding is very similar to that recorded during Year Three.

Students were more likely to report that they enjoyed the online discussions (86.7%) than that they learned a lot from the discussions (69.9%). Azeri students and students from Serbia were most likely to report a high level of enjoyment, while the Czech students were least likely to enjoy the online discussion experience.

Table 33. Students' Self-Report of Enjoyment of Online Discussions



In the focus groups, a few students reported that they liked using the Discussion Board to communicate with peers from other countries. Students from Serbia and Los Angeles expressed their satisfaction with this method of communication.

I think that it was very interesting experience when we went in that place, and communicated with them. It was very nice. (Serbian student, focus group)

For the U.S. and...the Serbian elections. So that was really interesting watching like what other kids from Serbia actually wrote. (Los Angeles student, focus group)

Students experienced several problems using the Discussion Board during Year 4, some of which had to do with technical issues and some of which had deeper roots. One of the main technical issues was that some teachers were unable to secure access to computers for their students. Some Serbian students felt uncomfortable posting in English, and left the online posting to their classmates who they felt had a better grasp of the language.

Well, some of us were...was very successful, but for the others not. Because our problem is English, and some of us don't speak English very good, and we can communicated with...on the other language. (Serbian student, focus group)

[Only the three of us, out of this class, posted] because we can speak English...better than the others. (Serbian student, focus group)

Another issue that arose in the Los Angeles/Serbia partnership was the students' expectations of how the Discussion Board would be used. The students in Los Angeles wanted to stay on DID and related topics, such as the current political situation, while the Serbian students envisioned a broader conversation that included topics about culture, school, and pastimes.

Honestly, those boards...Okay, so we recently had to do another posting. And then I realized that some of the forums strayed from the topic. Like all of a sudden I started looking at a forum topic that said what's your favorite band? And I understand that it's like a way for like us to speak to like our Lithuanian or Serbian counterparts. But it's like...it strayed...they're not careful enough of like...they stray too much from actual issues. And it's like the whole point of this is to be more politically aware of what's going on here and what's going on there and to kind of connect politically. And so it's like on-line, ya' know like be careful, like we don't start talking about like, oh, pop culture and stuff like that. (Los Angeles student, focus group)

OK. So, here in the classroom. One thing is, well...first of all, guys from Los Angeles they force politics too much, so they just talk about politics. (Serbian student, focus group)

Teachers' Perceptions of the DID Discussion Board

Table 34 shows how the teachers rated the effectiveness of the online deliberations. Their perceptions are significantly less favorable than their perceptions of other aspects of the *Expanding DID Project*.

Table 34. Teacher Perceptions of the Effectiveness of the Online Interactions (N = 108)

Item:	VI	I	si	se	E	VE
How effective were the online deliberations?	1.9%	5.6%	7.4%	52.8%	25.0%	7.4%

Note: VI = Very Ineffective, I = Ineffective, si = Slightly Ineffective, se = Slightly Effective, E = Effective, VE = Very Effective

Teachers were also asked about what "worked particularly well" in terms of the Discussion Board (see Table 35).

Table 35. Teacher Response to “What about the online interactions worked particularly well?” (N = 138)

Aspect of Online Interactions that Worked Well ^a	N	% ^b
No Response	52	38
Intercultural communication; learning about others	41	30
Opportunity for students to express views in open forum	20	14
Generated high level of student interest	8	6
Generally Worked Well	7	5
Some students very active; others in my class not much	3	2
Not much	3	2
Technology worked well	2	1

^aDue to space limitations, only those categories of response indicated by two or more teachers are included.

^bPercentages do not add up to 100 because teachers were able to give more than one response. In addition, some teachers chose not to respond to the item.

Some teachers felt that the potential impact and use of the Discussion Board had not yet been realized. Some of the impediments included computer access and, as the students noted, the perceived level of English proficiency of the international students.

Well, maybe it could be better, I think it could be better...So, the other thing which make thing difficult was the English. You know, how will I that...how will I write that...I don't know English very well, etc, etc...And internet is problem, sometimes. (Serbian teacher, interview)

And I think that's a critical component of DID, but I just haven't been able to do it. And then ya' know I always think maybe I can get my kids to do it at home, but then I realize some of my kids don't have computer access. (Los Angeles teacher, interview)

Most of the positive comments made by teachers had to do with the opportunities it afforded students to communicate with students in other countries. Many teachers felt that the Discussion Board provided a good venue for their students to broaden their horizons and to interact with students around the globe.

Simply being able to read the opinion of a person from another country. (Colorado teacher, survey)

Students saw opinions from around the world on common topics. (Fairfax County teacher, survey)

My students were very excited to communicate with students in another country. (South Carolina teacher, survey)

My students liked to work online discussion and share their lifestyles; culture and citizenship. They could exchange their ideas and gained unique information with other countries culture and citizenship. (Azeri teacher, survey)

My students appreciated contact with students from other countries, like to exchange their opinions, we're happy when they agreed on some issues. (Czech teacher, survey)

*Interest in opportunity to communicate with students from Los Angeles.
Opportunity to communicate on various topics. (Lithuanian teacher, survey)*

However, similar to previous years, the positive comments stopped at this more superficial level, and were paired with comments expressing frustration with the shortcomings of the Discussion Board.

The most significant problem associated with the Discussion Board appears to have been the lack of response from partner sites (see Table 36), an issue that was mentioned in some of the student focus groups as well. Following are representative comments from teachers:

Our kids were giving all kinds of their opinions, but they got very little response of any quality I think on the topic. (Los Angeles teacher, interview)

Fairfax students were not very active and most of the time Azerbaijani students interacted with Azerbaijani rather than with American partners. (Azeri teacher, open-ended response)

Students were not receiving answers and that decreased their motivation to write. (Lithuanian teacher, open-ended response)

Students become disengaged when the international students are not posting. (Illinois teacher, open-ended response)

Most other issues, as previously stated, revolved around access to computers, difficulty logging onto the Discussion Board and the design of the board itself.

Table 36. Teacher Report of Difficulties with Online Component
(N = 138)

Difficulty with Online Component ^a	N	% ^b
No Response from other sites	48	35
Technical/Logistical Problems: no computer access, logins don't work, board design issues	37	27
Lack of response/untimely response from partner country	18	13
No problems	18	13
Language barrier	15	11
Lack of student interest	8	6
Impersonal format	5	4
Outdated technology	5	4
Posts are too shallow	2	1
Students aren't comfortable posting	2	1

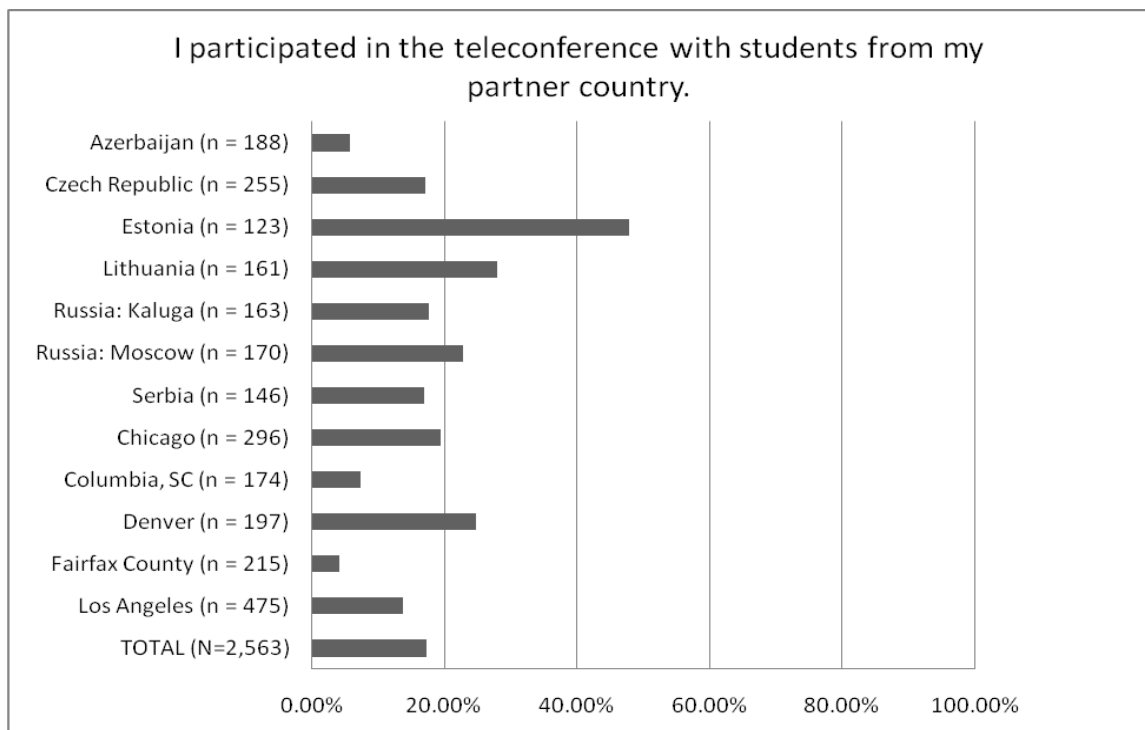
^aDue to space limitations, only those categories of response indicated by two or more teachers are included.

^bPercentages do not add up to 100 because teachers were able to give more than one response. In addition, some teachers chose not to respond to the item.

The Teleconferences

On the written questionnaire, almost one-fifth of the students reported that they had participated in a teleconference (see Table 37). This is a decrease from Year 3 (17.4% as compared to 24.1%).

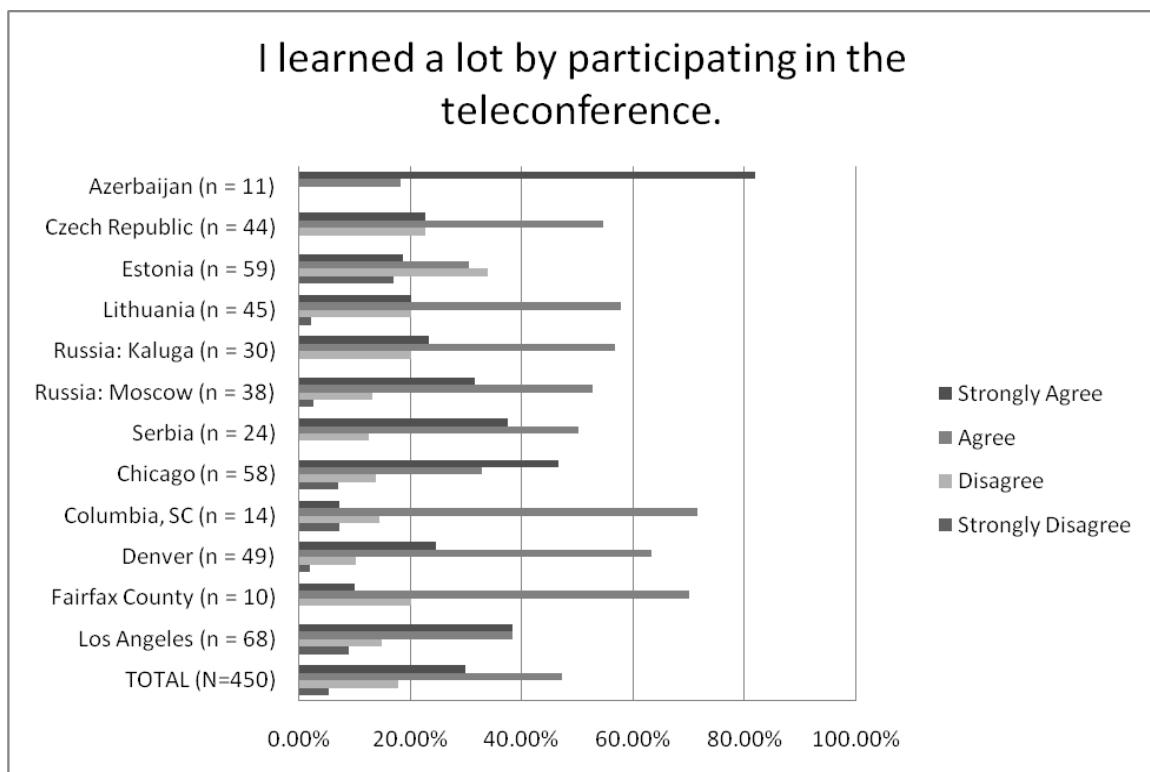
Table 37. Student Participation in Teleconference(s)



Students' Perceptions of the Teleconferences

Of the 447 students who participated in the teleconference and responded to the survey items, 77% said that they learned a lot, and 90% said that they enjoyed the experience (see Tables 38 and 39); these percentages are very similar to those reported in Year Three.

Table 38. Students' Report of Learning from Teleconference(s)



Although a clear majority of students across sites report learning from teleconference, the Azeri students seem to have been particularly successful, while the Estonian students reported learning the least.

Of the students in the focus groups who had participated in a teleconference, most were positive about the experience. In particular, the Los Angeles students commented on the similarities between themselves and the Serbian students.

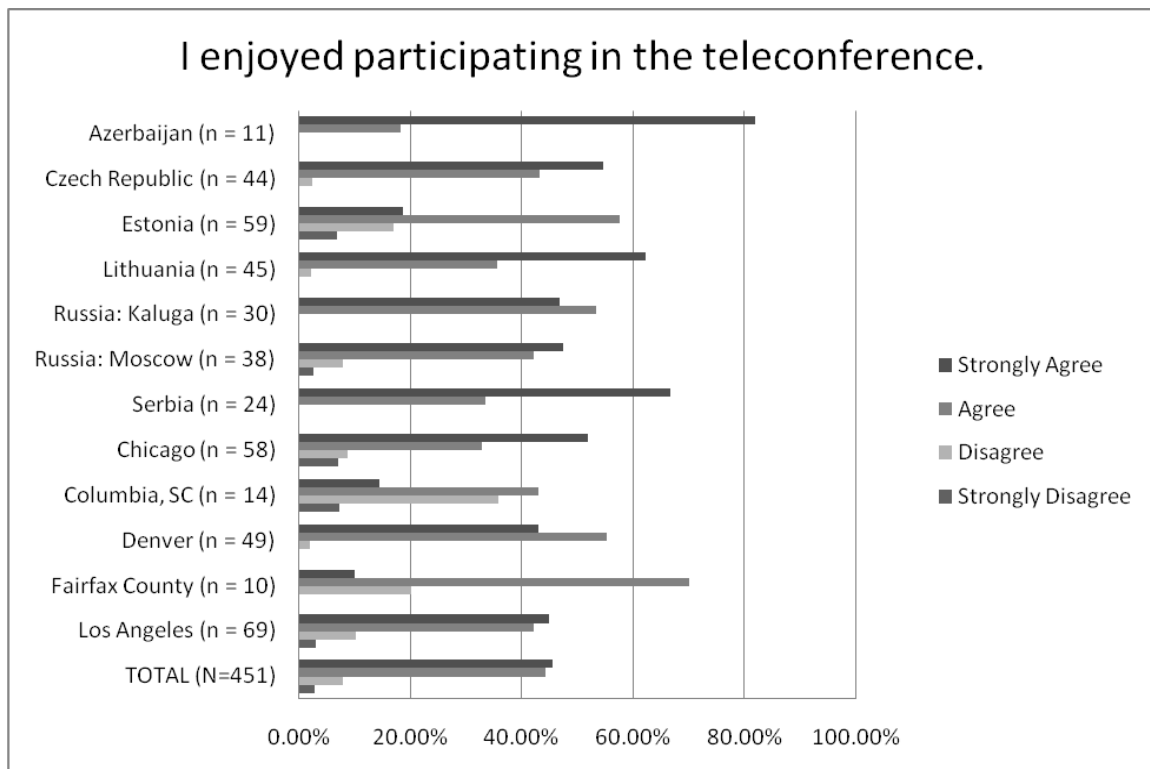
But it's fun because ya' know because you get to realize that even on the other side of the country, I mean the world at least, that students are students. I mean

we still love to enjoy, we love to talk, we love to discuss, no matter what. (Los Angeles student, focus group)

[The most important thing I learned is] that they're not different; that we're all the same in a way. (Los Angeles student, focus group)

And it was pretty exciting to see people across the world and see that they have like things in common with us or like pretty much like us. And to see we have a lot of things in common was pretty cool. (Los Angeles student, focus group)

Table 39. Students' Report of Enjoyment of Teleconference(s)



The Serbian students commented that, while they enjoyed the teleconference, they were surprised at how little their American counterparts knew about Serbia.

Student One: They know a little about us and our country. Just...

Student Two: Geography.

Student One: Geography. And now about Kosovo. (Serbian students, focus group)

So, [I] think that the good things coming out of the videoconference were clearing out was that the American students basically are pretty poorly informed about the world around them. So, especially in regards to Serbia, they do not have a clue about where Serbia is, what's happening here, what our history is, what we're been through or what we've suffered by Americans, from the Americans or in general. (Serbian student, focus group)

Teachers' Perceptions of the Teleconferences

About 94% of the teachers rated the teleconference “effective” at some level (see Table 40).

Table 40. Teacher Perceptions of the Effectiveness of the Teleconference(s) (N = 83)

Item:	VI	I	si	se	E	VE
How effective was the teleconference?	2.4%	1.2%	2.4%	9.6%	36.1%	48.2%

Note: VI = Very Ineffective, I = Ineffective, si = Slightly Ineffective, se = Slightly Effective, E = Effective, VE = Very Effective

When asked on an open-ended survey item, “What about the teleconference worked particularly well?” teachers were most likely to mention how the technology provided students with an opportunity to express their own opinions and to learn the viewpoints of peers from another country (see Table 41).

Table 41. Teacher Response to “What about the teleconference worked particularly well?” (N = 97)

Aspect of Teleconference that Worked Well^a	N	%^b
No Response	42	43
Student-to-student communication; opportunity to express ideas and to learn about others' perspectives	33	34
Just seeing one another made the experience “real”	19	20
Student moderators worked well	9	9
High interest for students; students very motivated	5	5
Structure	4	4
Happened in “real time”/live	4	4
Students enjoyed	3	3
Technology worked well	3	3
Open microphone time worked well	2	2
High point of the DID Project	2	2
Selection of topics	2	2
Students were prepared	2	2

^aDue to space limitations, only those categories of response indicated by two or more teachers are included.

^bPercentages do not add up to 100 because respondents were able to give more than one response.

The following comments reflect the sentiments of many of the teachers, which also mirror the sentiments of the student focus group participants.

An opportunity to communicate with the partner school, to actually see the students from that school, and listen to their opinions. (Czech teacher, survey response)

The opportunity of LIVE communication of the Estonian and USA students. (Estonian teacher, survey response)

They LOVED interacting with students from across the city and in another country. (Illinois teacher, survey response)

Students overcame the language and human barrier, they believed in themselves, in their abilities. (Moscow teacher, survey response)

The opportunity for face to face interaction is the high point of the DID project for the students who are able to participate. The real time exchange of views is more dynamic than the discussion board. (Colorado teacher, survey response)

I think it was just fun for them to see someone outside their own country. They were surprised that the Lithuanians actually had blonde hair and blue eyes and were really good looking (laughter). So it was just nice for them to do a cultural exchange like that. (Los Angeles teacher, interview)

Videoconference, for my students, was a demystification of the whole project. It was an excellent opportunity to talk and exchange opinions with peers who live in completely different environment. Opportunity to realize that children, regardless of where they live, have a lot in common. (Serbian teacher, survey response)

Teachers offered suggestions for future teleconferences in their responses to an open-ended survey item (see Table 42).

Table 42. Teacher Suggestions for Future Teleconferences (N = 97^a)

Suggestions for Teleconference^a	N	%^b
No response	39	40
Hold more than one; beginning and end of year	13	13
Better audio; technical connection	11	11
Have longer open mic/unscripted portion	11	11
Keep students moderators	7	7
No suggestions; worked well!	5	5
Agree on structure/format beforehand	5	5
Each teleconference should have a topic/theme	4	4
Improve timing (time of day and time of year)	4	4
Ensure students are more prepared, have knowledge of partner country	3	3
More time for teleconference	2	2

^aFour sites (Azerbaijan, Fairfax County, VA, Kaluga and Columbia, SC) did not hold teleconferences and are therefore not include in this number.

^bDue to space limitations, only those categories of response indicated by two or more teachers are included.

^cPercentages do not add up to 100 because respondents were able to give more than one response.

In particular, the teachers emphasized the importance of holding more than one teleconference. Some suggested holding one at the beginning of the *DID Project* and one at the end, while others suggested that a teleconference should be held after each deliberation.

Yes, absolutely, [I'd like to have a series of the web conferences], with the same people so you get to know them. (Los Angeles teacher, interview)

There should be at least two videoconferences, one in the beginning and one at the end of the year. (Serbian teacher, open-ended response)

To have teleconferences according to schedule, after every lesson. This opportunity is available at our school. (Kaluga teacher, open-ended response.)

A number of suggested improvements dealt with improving the technology used during the teleconference, as several sites experienced problems with the video feed while using Skype.

General Student Political Learning

Some pre and post survey items were designed to assess students' general political knowledge and interest during the course of the *DID Project*. As shown in Table 43,³ students' self-report of their political knowledge and interest, as well as their understanding of political issues demonstrated statistically significant increases from the beginning to the end of the *DID Project*.

Table 43. Student Self-Report of Political Knowledge and Interest

Item	Mean	P-value	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. I know more about politics than most people my age. (n = 1,967)	2.29 2.53	.000***	8.9% 6.2	57.6% 43.5	28.6% 41.1	4.9% 9.2
2. When political issues or problems are being discussed, I usually have something to say. (n = 1,964)	2.70 2.83	.000***	4.7 3.6	30.9 23.8	54.1 58.2	10.3 14.4
3. I am able to understand most political issues easily. (n = 1,957)	2.65 2.83	.000***	4.0 3.2	35.0 24.5	53.0 58.9	8.0 13.4
4. I am interested in politics. (n = 1,962)	2.40 2.49	.000***	13.9 12.8	40.4 35.3	37.1 41.7	8.7 10.2

Note. Post-survey data are bold and italicized.

*The Wilcoxon Matched-Pairs Signed-Ranks Test was used to compare the difference between students' pre and post responses.

***p < .001.

Students were asked to indicate the degree to which they discuss controversial issues with peers, parents, and teachers (see Table 44). Similar to Years One, Two, and Three,

³ In order to assess change over time, Tables 43 and 44 use data only for which there are matched pairs. That is, in order to be included in the analysis, students needed to respond to items on both the pre and the post-survey. Student absence on either day the surveys were administered, student omission of particular items, and non-administration of the survey at either time on the part of the teacher, account for the difference between the total number of students involved in the Project and the number of student responses included in these tables.

there were statistically significant increases in the degree to which students reported that they discussed controversial issues with teachers over the course of the *DID Project*. Unlike previous years, however, in Year Four there were also statistically significant increases in the degree to which students reported discussion of controversial public issues with peers and with adults in their families.

Table 44. Student Report of Discussions of Controversial Public Issues

Item: How often do you have discussions about controversial public issues?	Mean	P-value	Never (1)	Rarely (2)	Sometimes (3)	Often (4)
1. With people your own age [peers] (n = 1,969)	2.61 2.72	.000***	8.6% 5.3	34.9% 32.8	43.1% 46.0	13.4% 15.9
2. With parents or other adult family members (n = 1,963)	2.82 2.87	.017*	7.1 5.5	24.7 24.0	47.1 49.1	21.1 21.4
3. With teachers (n = 1,964)	2.77 2.90	.000***	9.1 6.5	27.5 22.7	40.4 44.7	23.0 26.1

Note. Post-survey data are bold and italicized.

*The Wilcoxon Matched-Pairs Signed-Ranks Test was used to compare the difference between students' pre and post responses.

*p <.05; ***<.001

Summary:

According to both the students and their teachers, students learned a great deal due to their participation in the *DID Project*. The students found the structure and topics of the deliberations to be both enjoyable and educational. They were able to identify the goals of the *DID Project*, and indicated that these goals were met. The classroom deliberations themselves were the most popular component of the *DID Project*, followed by the teleconferences and then the Discussion Board. They expressed frustration at some of the technical problems encountered in both the teleconferences and the discussion board, but were still able to identify areas in which they gained knowledge from those components. The teachers generally concurred with their students' assessments of the level of learning and enjoyment that occurred within each component of the project. Suggestions by both parties included increasing the number of teleconferences and improving the technology used for the discussion board. Additionally, some of the European students and teachers expressed frustration that their U.S. counterparts did not seem very knowledgeable about their European site partner.

Achievement of Outcomes

Following is a list of the stated outcomes as identified in the *DID Project* proposal, and the Evaluation Team's assessment of the degree to which the outcomes were met.

1. *To establish staff development programs in Azerbaijan, the Czech Republic, Estonia, Lithuania, Russia and the United States.*

Twelve staff development programs have been established: seven in Europe(Azerbaijan; Czech Republic; Estonia; Kaluga, Russia; Lithuania; Moscow, Russia; Serbia) and five in the United States (Chicago; Columbia, South Carolina; Denver; Fairfax County, Virginia; Los Angeles).

OUTCOME ACHIEVED

2. *To involve 60 secondary teachers in the staff development programs.*

138 teachers participated in the program during 2007-08.

OUTCOME ACHIEVED

3. *Teachers will increase their understanding of democracy.*

100% of the teachers agreed (slightly to strongly) with the statement: "My participation in this project has deepened my understanding of democracy."

OUTCOME ACHIEVED

4. *Teachers will strengthen their skills to facilitate classroom deliberations of civic issues.*

100% of the teachers agreed (slightly to strongly) with the statement: "After my involvement in this project, I have enough skill to conduct effective deliberations in my classroom."

OUTCOME ACHIEVED

5. *Teachers will conduct and reflect on a minimum of three such civic deliberations with their students.*

Responses from teachers and students indicate that 96% (132 of 138) conducted a minimum of three deliberations in their classrooms.

OUTCOME ACHIEVED

6. *Teachers will engage their students in online discussions with students in other classrooms and countries.*

53.4% of the students reported engaging in online discussions with students in other classrooms and countries.

OUTCOME MINIMALLY ACHIEVED

7. *Teachers will be favorably disposed to continue using civic deliberations in their classrooms.*

99% of teachers reported that “because of my involvement in this project, I will continue using deliberation in my classroom in the coming years.”

OUTCOME ACHIEVED

8. *Teachers will report greater satisfaction with new models of staff development.*

Over 95% of teachers reported that the staff development programs: provided models of good teaching practices; provided time for reflection; provided adequate classroom materials; engaged participants in active involvement with learning; and helped participants see the connections between democratic principles and classroom deliberations. Over 90% of the teachers reported that the staff development programs provided adequate time for practice.

OUTCOME ACHIEVED

9. *Approximately 3,000 secondary students will engage in authentic civic deliberations.*

Over 4,700 students participated in civic deliberations during the fourth year.

OUTCOME ACHIEVED

10. *Students will learn democratic principles and how to deliberate.*

Focus groups and classroom observations indicate that the students learned how to deliberate, and made connections between the deliberations and democratic principles such as tolerance, perspective-taking, equality, and fairness.

OUTCOME ACHIEVED

11. *Students will participate in lessons on democracy and three deliberations in their classrooms and with their community leaders.*

Responses from teachers and students indicate that 96% (132 of 138) conducted a minimum of three deliberations in their classrooms.

OUTCOME ACHIEVED

12. *Students will participate in online civic deliberations with students in their country and/or another country.*

53.4% of the students reported engaging in online discussions with students in other classrooms and countries.

OUTCOME MINIMALLY ACHIEVED

13. *Students will increase their knowledge of civic issues and the democratic principles which relate to them.*

Over 86% of students reported that they learned a lot by participating in the deliberations; 88% reported that they developed a better understanding of issues as a result of the deliberations. All teachers reported that their students developed a better understanding of civic issues as a result of participating in the deliberation process. Comparison of pre- and post-survey responses showed a statistically significant increase on the following items: “I know more about politics than most people my age,” “When political issues or problems are being discussed, I usually have something to say,” and “I am able to understand most political issues easily.”

OUTCOME ACHIEVED

13. *Students will increase their skill in being able to deliberate.*

Classroom observations and focus groups indicate that the students developed their skills in deliberating. 98% of teachers reported that during the deliberations, almost all of their students engaged in critical thinking and made a decision based on sound reasoning.

OUTCOME ACHIEVED

14. *Students will have a deeper understanding of democratic issues historically and currently.*

Over 86% of students reported that they learned a lot by participating in the deliberations; 88% reported that they developed a better understanding of issues as a result of the deliberations. Ninety-nine percent (99%) of the teachers reported that their students developed a better understanding of civic issues as a result of participating in the deliberation process. The DID Curriculum materials used by the students provided historical and current contexts for the issues students deliberated.

OUTCOME ACHIEVED

15. *Students will value hearing multiple perspectives.*

Over 93% of students reported that they really enjoyed “being able to hear different perspectives” during the deliberations.

OUTCOME ACHIEVED

16. *Students will be more confident in engaging in discussions of controversial issues with their peers.*

Over 70% of students agreed with the statement: “Because of my participation in the deliberations, I am more confident talking about controversial issues with my peers.”

OUTCOME PARTIALLY ACHIEVED

Summary Statement and Recommendations

Similar to Years 1-3, teachers, students and school administrators express very positive views toward the DID Project in Year 4. Teachers report that the professional development workshops are interactive, substantive, and well organized. It is not an overstatement to say that the teachers are effusive in their praise of the Site Coordinators' efforts. Students who participate in the deliberation process report positive changes in civic knowledge, skills, attitudes, and behaviors. When the Discussion Board is used, it affords some students an opportunity to exchange opinions with peers in other countries, and to learn about another culture. Through the Discussion Board and the teleconference, students' perspectives are challenged and broadened. The teacher exchanges provide teachers with an opportunity to experience another culture, and to share professional and personal perspectives with colleagues from another country.

No one expressed any serious concerns about the *DID Project*; however, suggestions were offered to improve what is considered to be a very successful project. As the *DID Project* Directors and Site Coordinators plan for the next year, following are some areas they might address.

1. *DID Curriculum Materials.* Teachers and students seemed quite positive about the DID Curriculum materials. It is clear, however, that the materials need to reflect a stronger connection to the European countries. This concern was voiced by European teachers and students. *We recommend that Project and Site Coordinators develop and/or revise deliberation topics and materials to be more reflective of European experiences and perspectives.*

2. *Implementation of the Structured Academic Controversy (SAC) method.* Classroom observations of the deliberation process indicate that students are being exposed to multiple perspectives, and giving consideration to those perspectives. Given that all of the teachers we observed were implementing the deliberations in their classes for the first time this year, we were very impressed with the high level of fidelity to the model. Areas of modest concern tend to focus on Steps 7 (Reversing Positions), 8 (Deliberating the Question), and 9 (Debriefing the Deliberation). These are areas that have also presented some issues for teachers in the original *DID Project*. Some of the problems

may be a matter of limited classroom time. Our experience indicates, however, that the most critical parts of the deliberation are in these three steps, particularly Step 9. Students generally do a good job of presenting the positions within their groups; they are less skilled in challenging those positions. Without the whole class debriefing, students' positions often lack the type of deep examination that only teachers are able to facilitate. *We recommend that Site Coordinators identify teachers who have implemented strong classroom deliberations within limited classroom timeframes. Identify teachers who do a particularly good job with Steps 7, 8 and 9. First, have these teachers share their strategies for working within time constraints, and second, consider videotaping one of the teachers with his/her class so that the tape might be shared with others. In our opinion, resources spent on a tape of professional quality would be worthwhile. We also recommend that greater emphasis be placed on the class debriefing in the professional development workshops.*

3. *The Discussion Board and the Teleconference.* 77% of the students report “learning a lot” from the teleconference, as compared to 68% reporting the same for the Discussion Board. Approximately 53% of the students participated in the online discussions, yet only 17% of the students participated in teleconferences. A substantial number of the postings on the Discussion Board are devoted students exchanging ideas about popular culture. Although this is a worthwhile activity, we wonder if formats are available that would more readily facilitate this type of communication than does the Discussion Board (e.g., pen pal-type exchanges, or video exchanges). *We recommend that more resources be devoted to holding the teleconferences, and perhaps fewer devoted to the Discussion Board. We also recommend that consideration be given to holding at least two teleconferences at all sites—one early in the project and one toward the conclusion of the school year.*

4. *Intercultural Knowledge and Understanding.* U.S. citizens have long been perceived as having a limited knowledge of places and peoples beyond their borders. U.S. teacher and students' lack of knowledge and understanding of their partner country was noted by their European counterparts. Numerous sources are readily available on the internet to learn about the European countries' culture, history, and politics. *We recommend that U.S. teachers and students devote more attention to learning about their partner country prior to their interactions with their European colleagues and peers. We also recommend that the U.S. professional development workshops devote some time to helping teachers prepare themselves and their students for their cross-cultural experiences.*

Appendix A

Questions for Issues Deliberations

Deliberation Topic	Issues Question
Bush Doctrine	Should the Bush Doctrine be part of U.S. foreign policy?
Cloning	Should our democracy permit the therapeutic cloning of human cells?
Compulsory Voting	Should voting be compulsory in our democracy?
Cyberbullying	Should our democracy allow schools to punish students for off-campus cyberbullying?
Domestic Violence	Should our democracy require health care providers to report evidence of domestic abuse to the police?
Educating Non-citizens	Should our democracy extend government support for higher education to immigrants who as young people entered the country illegally?
Euthanasia	Should our democracy permit physicians to assist in a patient's suicide?
Free and Independent Press	Should our democracy permit monopolies of broadcast news media in local communities?
Freedom of Expression	Should our democracy permit hate speech?
Freedom of Movement	Should our democracy have a guest worker program?
Global Climate Change	Should our democracy adopt a cap-and-trade system to limit greenhouse gas emissions?
Globalization and Fair Trade	In response to market globalization, should our democracy provide "fair trade" certification for coffee and other products?
Juvenile Offenders	In our democracy, should juvenile offenders younger than 18 who are accused of serious crimes such as murder, rape, armed robbery, or kidnapping be prosecuted and then punished as adults?
Minorities in a Democracy	Should our democracy fund elementary education for children of minority groups in their own language?
National Service	Should all adult citizens in our democracy participate in one year of mandatory national service?
Public Demonstrations	In our democracy, should the government have the power to stop any peaceful demonstration in a public place for which the government has not issued a permit?
Recycling	Should our democracy require manufacturers to recycle their products?
Violent Videogames	Should our democracy place criminal penalties on anyone who sells or rents violent video games rated AO (ESRB) or 18+ (PEGI) to persons younger than 18?
Youth Curfews	Should our democracy impose curfews on people under age 18?

Appendix B

Calendar of Events for Sites: September 2007 – June 2008

	September	October	November	December	January
Azerbaijan/ Fairfax	September 17, 2007 Professional Development #1 (Fairfax)	October 6, 2007 Professional Development #1 (Azerbaijan) October 10, 2007 Classroom Deliberation #1 (Fairfax) October -November 2007 Classroom Deliberation #1 (Azerbaijan)			January 9, 2008 Professional Development #2 (Fairfax) January 19, 2008 Professional Development #2 (Azerbaijan) January-February 2008 Classroom Deliberation #2 (Azerbaijan)
Czech Republic/ Illinois	Fall 2007 Classroom Deliberation #1 (Illinois)	October 12-13, 2007 Reflection and Planning Meeting (Czech Republic) October 23, 2007 Professional Development #1 (Illinois) October 23, 2007 Teleconference (Illinois/Czech Republic)		December 8, 2007 Professional Development #2 (Illinois) December 14, 2007 Professional Development #1 (Czech Republic) December 2007- January 2008 Classroom Deliberation #1 (Czech Republic)	January 17-20, 2008 Training of Trainers (Illinois to Santa Monica, CA) January 24, 2008 Professional Development #2 (Czech Republic) January 26, 2008 Professional Development #3 (Illinois)

					January 2008 Classroom Deliberation #2 (Illinois)
Estonia/ Colorado	Fall 2007 Students Tested Skype Conferencing (Estonia/ Colorado)	October 19, 2007 Professional Development #1 (Estonia)	November 5-21, 2007 Classroom Deliberation #1 (Estonia)	December 5-12, 2007 Teacher Exchange (Estonia to Colorado) December 8, 2007 Educating for Citizenship Conference (Colorado) December 8, 2007 Professional Development #1 (Colorado) December 9, 2007 Professional Development #2 (Colorado)	January 23, 2008 Professional Development #3 (Colorado) January 25, 2008 Professional Development #2 (Estonia) January 28 – February 1, 2008 Classroom Deliberation #1 (Colorado)
Kaluga/ Columbia		October 5, 2007 Petr S. gave presentation at SCSS Conference October 8, 2007 Professional Development #1 (Columbia) October 10, 2007 Teacher Teleconference (Columbia/Kaluga)	November 15, 2007 Professional Development #2 (Columbia) November 24, 2007 Professional Development #1 (Kaluga) November 2008 Classroom Deliberation #1 (Columbia)	December 13, 2007 Professional Development #3 (Columbia) December 2008 Classroom Deliberation #1 (Kaluga)	January 12, 2008 Professional Development #2 (Kaluga) January 21-February 1, 2008 Classroom Deliberation #2 (Kaluga) January 24, 2008 Professional Development #4 (Columbia) January 2008 Classroom Deliberation

					#2 (Columbia)
Lithuania/ Los Angeles		October 19, 2007 Professional Development #1 (Lithuania) October 24-31, 2007 Classroom Deliberation #1 (Lithuania)	November 1-7, 2007 Classroom Deliberation #2 (Lithuania) November 29, 2007 Professional Development #2 (Lithuania)	December 5-11, 2007 Teacher Exchange (Lithuania to Colorado) December 11, 2007 Professional Development #1 (Los Angeles)	January 12, 2008 Professional Development Session #2 (Los Angeles) January 25, 2008 Classroom Deliberation #1 (Los Angeles)
Moscow/ Los Angeles			November 12-13, 2007 Professional Development #1 (Moscow) November 2007 Classroom Deliberation #1 (Moscow)	December 6, 2007 Professional Development #2 (Moscow) December 11, 2007 Professional Development #1 (Los Angeles) December 21, 2007 Professional Development #3 (Moscow)	January 12, 2008 Professional Development #2 (Los Angeles) January 25, 2008 Classroom Deliberation #1 (Los Angeles) January – February 2008 Classroom Deliberation #2 (Moscow)
Serbia/ Los Angeles			November 2-3, 2007 Professional Development #1 (Serbia) November 2007 Classroom Deliberation #1 (Serbia)	December 7, 2007 Professional Development #2 (Serbia) December 11, 2007 Professional Development #1 (Los Angeles) December 2007 Classroom Deliberation #2 (Serbia)	January 12, 2008 Professional Development #2 (Los Angeles) January 25, 2008 Classroom Deliberation #1 (Los Angeles)

	February	March	April	May	June
Azerbaijan/ Fairfax	<p>February 8, 2008 Classroom Deliberation #2 (Fairfax)</p> <p>February 27, 2008 Teleconference #1 (Fairfax/ Azerbaijan)</p>	<p>March 1-8, 2008 Teacher Exchange (Azerbaijan to Fairfax)</p> <p>March 4, 2008 Professional Development #3 (Fairfax)</p>	<p>April 5, 2008 Professional Development Session #3 (Azerbaijan)</p> <p>April 8, 2008 Classroom Deliberation #3 (Fairfax)</p> <p>April 12-19, 2008 Teacher Exchange (Los Angeles to Azerbaijan)</p> <p>April 20-25, 2008 Teacher Exchange (Fairfax to Czech Republic for student conference)</p> <p>April 2008 Teacher Exchange (Fairfax/Azerbaijan)</p> <p>April-May 2008 Classroom Deliberation #3 (Azerbaijan)</p>		<p>June 18, 2008 Professional Development #4 (Fairfax)</p>
Czech Republic/ Illinois	<p>February 24, 2008 ISSA Conference Presentation (Illinois)</p> <p>February 2008 Classroom</p>	<p>March 3-10, 2008 Teacher Exchange (Illinois to Czech Republic)</p> <p>March 7, 2008</p>	<p>April 11, 2008 Teleconference (Illinois/Czech Republic)</p> <p>April 12-19, 2008 Teacher Exchange</p>	<p>May 30, 2008 Professional Development #5 (Illinois)</p> <p>May 2008 Classroom Deliberation</p>	

	<p>Deliberation #2 (Czech Republic)</p> <p>February 2008 Classroom Deliberation #3 (Illinois)</p>	<p>Professional Development #4(Illinois)</p> <p>March 9-16, 2008 Teacher Exchange (Czech Republic to New Jersey)</p> <p>March 17, 2008 Professional Development Session #3 (Czech Republic)</p> <p>March 25, 2008 AERA Conference Presentation (Illinois)</p> <p>March 29-April 5, 2008 Teacher Exchange (Czech Republic to Illinois)</p> <p>March -April, 2008 Classroom Deliberation #3 (Czech Republic)</p> <p>March-April 2008 Classroom Deliberation #4 (Illinois)</p>	<p>(Illinois to Lithuania)</p> <p>April 22, 2008 Student National Conference (Czech Republic)</p> <p>April 25, 2008 Webcam Session Chicago/Los Angeles)</p>	#5 (Illinois)	
Estonia/ Colorado	<p>February 4-22, 2008 Classroom Deliberation #2 (Estonia)</p>	<p>March 3-7, 2008 Classroom Deliberation #2 (Colorado)</p> <p>March 10-21, 2008 Classroom Deliberation #3 (Estonia)</p> <p>March 21-28, 2008, Teacher Exchange</p>	<p>April 1-16, 2008 Classroom Deliberation #3 (Colorado)</p> <p>April 16, 2008 Teleconference (Colorado/ Estonia)</p> <p>April 19, 2008 Professional Development</p>	<p>May 7, 2008 Professional Development #4 (Estonia)</p>	

		(Colorado to Estonia) March 27, 2008 Professional Development #3 (Estonia)	Session #4 (Colorado)		
Kaluga/ Columbia	February 4-8, 2008, Teleconferences (Columbia/ Kaluga) February 22-March 2, 2008 Teacher Exchange (Kaluga to Columbia) February 28, 2008 Professional Development #5 (Columbia) February 2008 Classroom Deliberation #3 (Columbia)	March 5, 2008 Professional Development #3 (Kaluga) March 16-24, 2008 Teacher Exchange (Columbia to Kaluga) March 17-28, 2008 Classroom Deliberation #3 (Kaluga) March-June 2008 Additional Classroom Deliberations (Columbia)	April 7-11, 2008 Student Teleconferences (Columbia/ Kaluga) April 25, 2008 Professional Development #6 (Columbia)	May 24, 2008 Final Professional Development (Kaluga)	June 20, 2008 Professional Development #7 (Columbia)
Lithuania/ Los Angeles	February 29, 2008 Professional Development #3 (Lithuania)	March 1-7, 2008 Classroom Deliberation #3 (Lithuania) March 7-15, 2008 Teacher Exchange (Lithuania to Los Angeles) March 12, 2008 Webcam Session Lithuania/Los Angeles)	April 12-19, 2008 Teacher Exchange (Los Angeles to Lithuania) April 18, 2008 Classroom Deliberation #3 (Los Angeles)	May 29, 2008 Professional Development Session #3 (Los Angeles)	June 3, 2008 Webcam Session Lithuania/Los Angeles)

		<p>March 18, 2008 Teleconference and Student Democracy Conference (Los Angeles/Lithuania)</p> <p>March 26, 2008 Classroom Deliberation #2 (Los Angeles)</p>			
Moscow/ Los Angeles	<p>February 1, 2008 Professional Development #4 (Moscow)</p> <p>February 5, 2008 Professional Development #5 (Moscow)</p>	<p>March 26, 2008 Classroom Deliberation #2 (Los Angeles)</p> <p>March 2008 Professional Development #6 (Moscow)</p>	<p>April 18, 2008 Classroom Deliberation #3 (Los Angeles)</p> <p>April 25, 2008 Teleconference (Los Angeles/ Moscow)</p> <p>April -May, 2008 Classroom Deliberation #3 (Moscow)</p>	<p>May 28, 2008 Professional Development #7 (Moscow)</p> <p>May 29, 2008 Professional Development Session #3 (Los Angeles)</p>	
Serbia/ Los Angeles	<p>February 5, 2008 Webcam Session Serbia/Los Angeles)</p> <p>February 9, 2008 Professional Development Session #3 (Serbia)</p> <p>February 2008 Classroom Deliberation #3 (Serbia)</p>	<p>March 18, 2008 Teleconference/Student Democracy Conference (Los Angeles/Serbia)</p> <p>March 26, 2008 Classroom Deliberation #2 (Los Angeles)</p> <p>March 29-April 5, 2008 Teacher Exchange (Serbia to Los Angeles)</p>	<p>April 2, 2008 Democratization in Serbia and Iraq Dinner Discussion (Los Angeles)</p> <p>April 12-19, 2008 Teacher Exchange (Los Angeles to Serbia)</p> <p>April 18, 2008 Classroom Deliberation #3 (Los Angeles)</p>	<p>May 29, 2008 Professional Development Session #3 (Los Angeles)</p> <p>May 2008 Classroom Deliberation #4 (Serbia)</p>	