THE EXPANDING DELIBERATING IN A DEMOCRACY (DID) PROJECT

EVALUATION REPORT: YEAR 3

PROJECT NARRATIVE

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September 4, 2010

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¹ We are very grateful for the assistance of the following translators: Arnoldas Blumberg (Lithuanian), Isabella Druk (Romanian), Petar Griovski (Macedonian), Anatoly Naumov (Russian and Ukrainian), Dan Necas (Czech), Svetlana Pavlov (Ukrainian), Marta Tkacova (Czech), Austeja Vidugiyrte (Lithuanian), and Marika Vukomanovich (Serbian). We very much appreciate the participation of the DID teachers, students, and staff in the evaluation component of the *Expanding DID Project*. We are also grateful to Bruce Center and Brandon LeBeau for their assistance with the statistical analyses.

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Executive Summary

The primary purpose of the Expanding 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, videoconferences between partner sites, and teacher exchanges.

This evaluation report focuses on Year Three of the *Expanding DID Project*, during which participants included teachers and students at eight European (Azerbaijan, Czech Republic, Lithuania, Macedonia, Romania, Russia, Serbia, Ukraine) and eight U.S. (Chicago; Colorado; Fairfax County, Virginia; Indiana; Los Angeles; Maryland; New Jersey; South Carolina) sites.

The evaluation report is based on the analysis of documents and survey responses collected from multiple sources (students, teachers, site coordinators). Major findings include the following:

192 teachers participated in the professional development workshops. 185 teachers completed the Expanding DID Teacher Survey (includes teachers who participated in professional development workshops Years 1 and 2).

29 of the 125 Expanding DID Project teachers participated in teacher exchanges with their partner site.

Over 8,700 students participated in at least one deliberation on public issues as part of the Expanding DID Project. Of these students, 643 Project students and 626 Comparison students participated in the pre- and post-Expanding DID Student Surveys.

Approximately 905 Project students took part in videoconferences with students from another site.

Over 82% of the Project students "agreed" or "strongly agreed" that the deliberations increased their understanding of the issues, and that they "learned a lot" from the process.

Over 75% of the Project students reported a greater ability to state their opinions, and 66% said they developed more confidence in talking about public issues.

Approximately 53% of the Project students "agreed" or "strongly agreed" that the deliberations were similar to other classroom activities done in school.

Project students were significantly more likely to be able to identify multiple perspectives than were Comparison students.

Participation in the Expanding DID Project positively impacted students' perceived abilities to contribute to conversations about political issues.

On both the pre- and post-surveys, Project and Comparison students were asked to give their opinions on the three topics the Project students deliberated during the 2009-2010 school year. The variance of opinion in Project classes decreased significantly; no change was noted in Comparison classes.

Project students did not report significantly greater issue knowledge after the deliberations.

Overview of the Project

Expanding 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 professional development workshops, (2) classroom deliberations, (3) an online Discussion Board for students and teachers, (4) a videoconference between students in partner sites, and (5) a teacher exchange.

The Expanding DID Project is an extension of the original DID Project (2004-2009). The original DID Project and the Expanding DID Project included the following sites:

DID Project Sites				
<u>Europe</u>	<u>United States</u>			
Azerbaijan	Chicago			
Czech Republic	Colorado			
Estonia	Fairfax County, Virginia			
Kaluga, Russia	Los Angeles			
Lithuania	South Carolina			
Moscow, Russia				

Expanding DID Project Sites		
<u>Europe</u> <u>United States</u>		
Macedonia	Chicago (Year 3 only)	
Romania	Indiana	
Serbia	Los Angeles (Year 3 only)	
Ukraine	Maryland	
	New Jersey	

Although the original *DID Project* was completed in July 2009, some sites in Europe (Azerbaijan, Czech Republic, Lithuania, Russia) and the United States (Chicago; Colorado; Fairfax County, Virginia; Los Angeles; South Carolina) continued to participate in the *Expanding DID Project* at

varying levels. Approximately 425 different teachers (years 1-6, see Table 1) participated in the professional development workshops to learn a model of deliberation, Structured Academic Controversy (SAC).

Table 1. Number of Different Teachers Participating in the DID/Expanding DID Projects by Site, 2004-2010

Site	Number of Teachers
Azerbaijan	21
Czech Republic	35
Estonia	17
Lithuania	33
Macedonia	12
Romania	20
Russia (Kaluga and Moscow)	49
Serbia	14
Ukraine	21
Chicago	30
Colorado	18
Fairfax County, Virginia	22
Indiana	17
Los Angeles	52
Maryland	19
New Jersey	23
South Carolina	20
TOTAL	423

A Review of the DID & Expanding DID Projects, 2004-2009

Evaluation results from the first five years of the *DID Project* and the first two years of the *Expanding DID Project* showed that both projects were quite effective in (1) developing and conducting teacher professional development workshops, (2) impacting students' self-reported issue knowledge and ability to state opinions, (3) providing a venue for domestic and international communications via an online Discussion Board for students and teachers, (4) implementing videoconferences between students in partner sites, and (5) providing teachers an opportunity to collaborate via teacher exchanges. As the present report has a different focus from reports issued in 2004-2009, we are detailing some of the most relevant findings from previous years here. ²

This review focuses on Years One through Five of the *DID Project* and Years One and Two of the *Expanding DID Project*, during which participants included teachers and students at 10 European and 8 U.S. sites (see Table 2).

Table 2. DID and Expanding DID Project Participating Sites

Site	DID Year(s)	Expanding DID
A	Participated 1.5	Year(s) Participated
Azerbaijan	1-5	
Czech Republic	1-5	
Estonia	2-5	
Kaluga, Russia	2-5	
Lithuania	1-5	
Macedonia		1-2
Moscow, Russia ^a	2-5	
Romania		1-2
Serbia	4	2
Ukraine		1-2
Chicago	1-5	
Colorado	2-5	
Fairfax County, Virginia	1-5	
Indiana		1-2
Los Angeles Metro	1-5	
Maryland		1-2
New Jersey		1-2
South Carolina	2-5	

^aFive teachers in Russia unofficially participated in the Expanding DID Project in 2010.

² See evaluation reports from previous years (Avery, Freeman, & Greenwalt, 2005, 2006; Avery, Simmons, & Freeman, 2007; Avery, Simmons, Levy, & Scarlett, 2008a, 2008b; Avery, Simmons & Levy, 2009).

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Program participants consistently shared positive feedback about the *DID* and *Expanding DID*Projects. The following refer to both the original *DID Project* and the *Expanding DID Project* from the 2004-2005 school year (Year 1) through the 2008-2009 school year (Year 5):3

- Approximately 395 different teachers (Years 1-5) participated in the professional development workshops to learn a model of deliberation, Structured Academic Controversy (SAC).
- The teachers rated the workshops effective in terms of: content (95-99%, years 2-5), materials (95-100%, years 1-5), and pedagogy (92-98%, years 1-5).
- Teachers believed that after their involvement in the *DID Project*, they had enough skill to effectively conduct deliberations. Across years 1-5, between 94-100% indicated they would continue to use deliberation in their classrooms after their participation in the project.
- Over 91% of the teachers (92-100%, years 2-5) reported that their participation in the project deepened their understanding of democracy.
- Teachers consistently (years 2-5) found the Site Coordinators to be the most helpful sources
 of support during their implementation of deliberations. The lack of adequate time available
 for conducting deliberations was the leading difficulty cited by teachers.
- In Years 1-5, between 24 58 teachers participated in teacher exchanges with their partner site in any given year. In open-ended responses to survey questions, teachers were uniformly enthusiastic about the opportunity to visit colleagues and classrooms in another country.
- Student participation in the *DID Project* increased from approximately 1,118 students in Year One to approximately 8,028 students in Year Five.
- In Years 2-5, the teachers reported that "almost all" of their students engaged in critical thinking (93-100%) and were respectful of one another's views (93-100%) during the deliberations.
- In Years 2-5, students reported that they learned a lot from (82-87%) and enjoyed the deliberations (82-89%), developed a better understanding of the issues (86-88%), and increased their abilities to state their opinions (77-81%).
- In Years 2-5, 64-76% of students agreed with the statement: "Because of my participation in the deliberations, I am more confident talking about controversial issues with my peers."
- Between 9 20% of students participated in the videoconferences in any given year, Years 2-5. Teachers (94-96%, years 2-5) felt that the videoconferences were effective, while students reported that they both enjoyed (88-95%, years 3-5) and learned a lot from (77-95%, years 3-5) the videoconferences.

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³ Note that not all teacher and student survey questions were asked in all years. For example, some statements reflect data from only Years 2-5.

- In Years 2-5, 41-61% of students reported participating in online discussions. The Discussion Board was beset by technical problems, lack of computer access, and the lag time between student posts. As a result, participation on the Discussion Board became voluntary during Year Five of the original DID Project and Year Two of the Expanding DID Project.
- Still, students who reported participating on the Discussion Board felt that they learned a lot from the experience (60-70%, years 3-5), and that they enjoyed the online discussions (83-87%, years 3-5). Teachers (58-85%, years 1-5) felt that the online interactions were effective.
- A comparison of pre- and post-survey responses showed that, after participating in the DID Project, significantly more students reported:
 - o knowing more about politics than most people their age (years 1-5)
 - o being able to understand most political issues easily (years 1-5)
 - o they usually had something to say when political issues or problems were being discussed (years 2-5)
 - o they were interested in politics (year 4)
- There was a significant increase (pre-post) in students' reports of discussions about controversial social and political issues with the following groups:
 - o teachers (years 2-5)
 - o peers (years 2, 4-5)
 - o family members (year 4)

Overview of the 2009-2010 Evaluation

In previous years, the evaluation design was based on an adapted version of Thomas Guskey's (2000) five-level model for evaluating professional development: (1) teachers' reactions, (2) teachers' learning, (3) organizational support and change, (4) teachers' use of new knowledge and skills, and (5) student learning outcomes. Additionally, implementation fidelity and outcome achievement were assessed. The evaluations of the five years of the original DID Project and the first two years of the Expanding DID Project have yielded consistent, overwhelmingly positive results. These evaluation reports were based on interviews with teachers, students, school administrators, and site coordinators; classroom observations; observations of professional development sessions; and teacher and student surveys. In Year Three of the Expanding DID Project, we again asked three basic evaluation questions:

- Did Project teachers conduct a minimum of three deliberations in their classrooms?
- What aspects of the Expanding DID Project were most important to the teachers?
- How did students evaluate their experiences with the deliberations?

We also tried to look more carefully at the pedagogical practices teachers engaged in when they conducted deliberations (student grouping practices, assessment), as well as the ways in which teachers conceptualized the primary purpose of deliberation.

Perhaps most important, the evaluation design for Year Three of the *Expanding DID Project* was modified in order to more deeply investigate and analyze student learning. A quasi-experimental design was used, with surveys administered to Project and Comparison classes both before and after the deliberations. The question we addressed was:

 How do the deliberations affect students' issue knowledge, perspective-taking abilities, and classroom consensus?

Increased issue knowledge and perspective-taking abilities are desired outcomes of the project (see outcomes #13, #16, page 45). We also looked at the impact of the deliberations on classroom consensus. A brief explanation for our decision to look at these aspects of the deliberations is in order.

The theoretical and empirical work related to deliberation indicates that deliberations positively impact issue knowledge, perspective taking, and group consensus (Barabas, 2004; Benhabib, 1996; Fishkin, n.d.; Johnson & Johnson, 2009). Why is this the case? It should come as no surprise that studying an issue results in greater knowledge of the issue. Unless one comes to the deliberative

experience with a great deal of knowledge about an issue, one's knowledge should increase from studying the issue with others. Perspective-taking skills increase because as part of the deliberative experience, participants give a fair hearing to different policy options; they are asked to listen to rationales for viewpoints other than their own. Participants may not change their original opinion, but they come to realize that people can have good reasons for holding different views. Some consensus on policy options tends to emerge over the course of the deliberative process, presumably because through the serious consideration of alternatives, people are persuaded by evidence or perspectives of which they were previously unaware.

Students in at least one classroom at nine sites (Chicago, Indiana, Los Angeles, Macedonia, Maryland, New Jersey, Romania, Serbia, and Ukraine) participated in two written surveys designed to assess their experiences with the project. The first survey was completed at the beginning of the school portion of the project (September 2009 - January 2010), while the second survey was conducted toward the conclusion of the school year (April – May 2010).

In order to determine the impact of the deliberations on students' issue knowledge, perspective taking, and classroom consensus, students who did *not* participate in the *Expanding DID Project* were also involved in the surveys. By administering the same surveys to the students who did and did not participate in the *Expanding DID Project*, we were able to determine if changes in students' issue knowledge, perspective taking, and classroom consensus were related to participation in the deliberations. This report focuses on the results of this comparison.

Comparison classes were invited to take the *Expanding DID Project* 2009-2010 student surveys at each site in which Project students completed student surveys. The Comparison classrooms were chosen to match as closely as possible the *Expanding DID Project* classrooms. For example, if the *Expanding DID Project* teacher instructed 12th grade government, a Comparison teacher who instructed 12th grade government in the same school was invited to participate in the student surveys. Table 3 shows the number of Project and Comparison classrooms in which students completed surveys.

Table 3. Classrooms Participating in Student Surveys at Expanding DID Project Sites a

Site	Project Classrooms	Comparison Classrooms	Total Classrooms
Macedonia	1	1	2
Romania	1	1	2
Serbia	2	2	4
Ukraine	2	2	4
Chicago	3	3	6
Indiana	2	2	4
Los Angeles	2	2	4
Maryland	1	1	2
New Jersey	1	1	2
TOTAL	15	15	30

^a Azerbaijan, Czech Republic, Lithuania, Russia, Colorado, Fairfax County, and South Carolina students did not participate in the surveys.

Teachers across all participating sites completed surveys during May and June 2010. Although Site Coordinators did not complete surveys, in June 2010 they contributed information to the evaluation report about professional development activities, deliberations, teacher exchanges, videoconferences, and other significant events at their sites.

Project Description

Participants

Teachers

One hundred eighty-five (185) secondary teachers from nine countries at 16 sites participated in the *Expanding DID Project*. The mean number of years of teaching experience among Expanding DID teachers is 14.5 years; years of teaching experience ranges from 1 to 39 years. Table 4 provides relevant demographic data about the teachers.

Table 4. Teacher Demographics by Site^a

Site	Tea	chers	Mean Y	ears of	S	ex
	N	(%)	Teacl	ning		
			Experi			
			(Ran	ge)		
	N	%			F	M
Azerbaijan	14	7.6	20.14	(14-25)	12	2
Czech Republic	16	8.7	17.00	(2-39)	11	5
Lithuania	8	4.3	22.19	(12-28)	8	0
Macedoniab	13	7.1	15.88	(7-36)	12	1
Romania	13	7.1	13.00	(5-33)	12	1
Russia	5	2.7	25.80	(19-35)	4	1
Serbiac	15	8.2	11.80	(2-29)	13	2
Ukraine	14	7.6	19.71	(1-35)	9	5
Chicago	13	7.1	8.00	(1-22)	8	5
Colorado	8	4.3	15.25	(6-29)	8	0
Fairfax County	5	2.7	12.50	(5-33)	5	0
Indiana	12	6.5	12.17	(2-33)	6	6
Los Angeles	16	8.7	15.13	(4-36)	11	5
Maryland	11	6.0	11.00	(5-32)	8	3
New Jersey	14	7.6	8.21	(2-24)	9	5
South Carolina	8	4.3	10.06	(4-23)	6	2
TOTAL	185	100%	14.50	(1-39)	142	43

^aTeacher data included in this table reflect only those teachers who completed the Expanding DID Teacher Survey in Spring 2010, and completed the project throughout the year. Five additional 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.

^bAlthough 13 teachers submitted surveys, Macedonian Site Coordinators reported that only 12 teachers fully completed all teacher responsibilities.

During 2009-2010, 30 teachers joined the *Expanding DID Project* as first time participants. There are 17 teachers who have participated in the *DID Project* all six program years.

^cAlthough 15 teachers submitted surveys, Serbian Site Coordinators reported that only 14 teachers fully completed all teacher responsibilities.

Students

In 2009-2010, 8,719 students across the 16 sites participated in at least one deliberation, as reported by the Expanding DID teachers (see Table 5). Tables 6 and 7 provide detailed information about the demographics of the students who participated in the deliberations and surveys.

Table 5. Number of Students Participating in the Deliberations by Site as Reported by Teachers (N = 8,719)^a

Site	Number of Students
Azerbaijan	244
Czech Republic	505
Lithuania	724
Macedonia	360
Romania	379
Russia	134
Serbia	355
Ukraine	248
Chicago	1144
Colorado	743
Fairfax County	480
Indiana	1059
Los Angeles	1133
Maryland	499
New Jersey	451
South Carolina	276
TOTAL	8,734

^aThis number reflects the number of students teachers reported participating in deliberations during the 2009-2010 school year.

Over 1,200 students participated in the Expanding DID Student Surveys (includes both Project classrooms and Comparison classrooms). Six hundred forty-three (643) Project students completed the pre- and/or post-student surveys; this number represents 11.4% of all the participating Project students. The mean age of Project students completing Expanding DID Student Surveys ranged from 15.18 years in Ukraine to 17.74 years in Indiana. There were 626 Comparison students participating in the evaluation pre- and/or post-surveys.

Table 6. Project Students Participating in the Evaluation Surveys (N =643)^a

Site	Number of	Mean Age of Students	Sex ^c	
	Students		Male	Female
Macedonia ^b	26	16.65	9	11
Romania	27	16.58	9	16
Serbia	47	16.76	17	22
Ukraine	49	15.18	27	13
Chicago	214	15.27	83	67
Indiana	93	17.74	19	29
Los Angeles	91	15.98	33	31
Maryland	53	16.98	16	21
New Jersey	43	16.00	17	19
TOTAL	643	16.13	230	229

^a This number reflects the number of students who completed either the pre-survey or the post-survey.

Table 7. Comparison Students Participating in the Evaluation Surveys (N =626)^a

Site	Number of	Mean Age of Students	Sex ^c	
	Students		Male	Female
Macedonia ^b	28	16.68	3	17
Romania	21	16.65	13	6
Serbia	50	16.16	11	27
Ukraine	34	14.71	16	12
Chicago	164	15.24	49	54
Indiana	140	17.22	40	43
Los Angeles	100	16.36	54	29
Maryland	66	16.97	40	23
New Jersey	23	16.17	15	5
TOTAL	626	16.24	241	216

^a This number reflects the number of students who completed either the pre-survey or the post-survey.

^bAzerbaijan, Czech Republic, Lithuania, Colorado, Fairfax County, Russia, and South Carolina students did not participate in the evaluation surveys.

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

^bAzerbaijan, Czech Republic, Lithuania, Colorado, Fairfax County, Russia, and South Carolina students did not participate in the evaluation surveys.

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

Chronology of Events

This section provides the reader with a broad overview of the sequence of major events associated with the *Expanding DID Project* in 2009-2010.

Summer 2009

The summer meeting for all sites participating in the 2009-2010 Deliberating in a Democracy Project and the Expanding DID Project took place in Ohrid, Macedonia, from July 24-28, 2009. There were 81 persons attending the meeting.

Participant outcomes identified for the meeting were as follows:

- Improve and enhance classroom deliberations.
- Implement annual site and partner plans that include evaluation recommendations.
- AAAAA Examine new content knowledge on an internationally relevant topic.
- Discuss the Republic of Macedonia and its emerging democracy.
- Share information about World Heritage sites in participating countries.
- Use local information and research for deliberations.
- Plan for continued involvement of graduate sites.
- Implement new program components.

September 2009 – June 2010

The Professional Development Experiences. There were two sets of professional development experiences for participating teachers: the staff development workshops conducted at the nine Expanding DID Project sites, and teacher observation by their site coordinators. Expanding DID site coordinators and teachers at the Chicago, Lithuanian, Romanian, and Ukrainian sites also conducted professional development workshops for non-DID teachers, administrators, and other educational professionals.

Staff development workshops. A minimum of three formal staff development workshops took place at each Expanding DID Project site. 4 The total amount of time devoted to formal staff development at these sites ranged from 14 to 35 hours, with an average of 23.8 hours. Table 8 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.

⁴Although professional development workshops were not mandatory in the seven continuing DID Project sites, four of these sites (Azerbaijan, Czech Republic, Colorado, and South Carolina) offered their teachers opportunities for formal staff development.

Table 8. Number of Hours of Formal Staff Development by Site (Expanding DID Project only)

Site	Hours of Formal Staff Development
Macedonia	35
Romania	30
Serbia	20
Ukraine	22
Chicago	30
Indiana	14
Los Angeles	14
Maryland	35
New Jersey	14
Total hours	214
1 5 5 5 1 1 1 5 6 1 5	(average= 23.8 hours)

During the first workshop, activities usually included the following:

- Teachers learned and/or reviewed (a) a method of deliberation in the classroom, the Structured Academic Controversy (SAC); and (b) the principles of democracy.
- Site coordinators and teachers planned Expanding DID activities for the coming school year. This included choosing appropriate deliberation topics.
- Site coordinators and teachers reviewed evaluation requirements, including deciding which teachers would participate in the student surveys.
- Site coordinators and teachers became (re)familiarized with the Discussion Board.

The second and third professional development workshops usually involved the following:

- Teachers reflected on the previous deliberation topic and SAC activity. 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 worked to address any
 challenges they may have encountered.
- Teachers prepared for the second and third classroom deliberations, often by immersing themselves in topic-related readings and discussion, conducting research, and hearing from guest speakers.

 Teachers prepared for upcoming videoconferences, evaluation requirements, and teacher exchanges.

Several Expanding DID Project and continuing DID Project sites (Chicago, Los Angeles, Macedonia, Romania, Serbia) held an additional, final staff development session in late May or June 2010 that allowed teachers and site coordinators to reflect on and celebrate the 2009-2010 Expanding DID year, with special emphasis on the SAC method and teacher exchanges. Site members also used this time to prepare for the 2010-2011 school year.

Teacher observations. Site coordinators provided additional support to teachers by observing their classroom deliberations and giving teachers feedback. On the survey, teachers were asked: "How many times has your site coordinator visited your classroom since you started participating in the DID Project?" As shown in Table 9, the majority of Expanding DID teachers (86%) stated that they had been observed multiple times by their site coordinator. However, 26 teachers reported that they had not been observed at any time by their site coordinator.

Table 9. Number of Times Teachers Have Been Observed by *Expanding DID Project* Site Coordinators, by Site (n=183)

Site		Number	of Obser	vations by	Site Coo	rdinators	
	0	1	2	3	4	5	6 or
							more
Azerbaijan ^a (n=14)	0	1	0	2	5	1	5
Czech Republic ^a (n=14)	8	1	2	2	0	0	1
Lithuania ^a (n=8)	0	0	0	2	0	1	5
Macedonia ^c (n=13)	1	0	0	6	1	1	4
Romania ^c (n=13)	0	0	0	4	4	0	5
Russia ^b (n=5)	0	0	0	0	0	1	4
Serbia ^c (n=15)	0	0	3	4	4	2	2
Ukraine ^c (n=14)	2	1	3	6	2	0	0
Chicago ^a (n=13)	6	3	2	0	1	0	1
Colorado ^b (n=8)	0	2	0	3	1	0	2
Fairfax County ^a (n=5)	2	0	2	0	0	0	1
Indiana ^c (n=12)	0	2	3	1	1	1	4
Los Angeles ^a (n=16)	4	4	5	2	1	0	0
Maryland ^c (n=11)	2	4	2	3	0	0	0
New Jersey ^c (n=14)	1	2	6	2	2	1	0
South Carolina ^b (n=8)	0	2	1	3	1	0	1
TOTAL (n=183)	26 ^d	22	29	40	23	8	35

^aSites have participated in the DID Project for six years (2004-2010).

bSites have participated in the DID Project for five years (2005-2010).

cSites have participated in the Expanding DID Project for three years (2007-2010).

d'These teachers may have been observed by veteran DID teachers.

Expansion programs. During 2009-2010, Chicago, Lithuania, Romania, and Ukraine offered additional professional development sessions to teachers, administrators, and other educational specialists outside of the Expanding DID Project. During these sessions, participants engaged in a deliberation and learned how to conduct deliberations in their classrooms or at their school sites.

Expanding DID Activities

This section describes *Expanding DID Project* activities, including deliberations, site partnerships, teacher exchanges, Discussion Board, and videoconferencing.

Deliberations

At each Expanding DID Project site, a minimum of three issues were identified for classroom deliberation (see Table 10). However, students at all sites deliberated a wide variety of topics, often surpassing the minimum three issues.

Table 10. Issues Deliberated at Project Sites^a

Issues	European Sites U.S. Sites															
	ΑZ	CR	LI	MK	RM	RS	SR	UK	СН	CO	FF	IN	LA	MD	NJ	SC
Cloning	X	X	X	Α		X		X				X	X	X	X	X
Crime and Punishment	X	X	X	X			А	X	X	Α		X	X	А	X	
Cyber-bullying	X	X	Α	Α	X	X		Α	X		Α	X	X	X	Α	Α
Domestic Violence	X	X	X	X	X	X	X	X			X	X	X	Α		
Educating Non-citizens					X					X	X	X	X	X	X	X
Euthanasia	X	X	X		X	X	X	X	X	X		X	X	X	X	X
Free and Independent Press	X	X	X	X									X		X	
Freedom of Expression	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X
Freedom of Movement		X						X	X	X	X	X		Α		X
Global Climate Change	X	X		X	X		X					X	X	X		
Globalization and Fair Trade		X			X			X	X				X	X	X	
Juvenile Justice		X	X	X	X	X	Α	X	X	X	Α	X	X	X	X	X
Marriage and the State									X		X		X	X	X	
Minorities in a Democracy		X		A	X		X	X			X	X	X	X		
National Service	X				X				X	X	X	X		X	X	X
Parental Liability			Α	X	X			Α	X		X	X			Α	X
Preventive War									X	X	X			X		X
Public Demonstrations	X	X	X	X	X			Α	X			X	X		X	X
Recycling		X			X			X		X			X		X	
Surveillance	_	X				_	Α		X	X	X	X	X	X	_	X
Violent Videogames	X	X	X	X	X		X	X	X		X		X	X	X	X
Voting	X	X	X	X	X	X	X	X	X		X	X	X	X	_	
Youth Curfews			Α			X	X	X	X			X	X	X		

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

X indicates that the topic was deliberated at the site during 2009-2010. A indicates that the topic was deliberated by all teachers at the site.

The teachers used the deliberation process in a wide variety of subject areas and school settings (see Table 11). Almost 50% of the deliberations took place in government or civics, history, and social studies classes. In the European countries, deliberations were most likely to take place in English language classes or homeroom, or as part of an extracurricular activity. A small percentage of teachers (8.1%) indicated that they conducted deliberations in "other" class disciplines, including criminal justice, communication, ethics, global studies, psychology, and sociology, and in non-academic areas like debate club and student council or government.

Table 11. Classes in Which Deliberations Were Conducted, by Subject Area

Site	Econ	Eng	EC	Geo	Gov	Hist	HR	Hum	Law	Sci	SS	Oth
Azerbaijan	0	4	6	0	0	3	0	2	1	0	2	1
Czech Republic	0	7	6	1	5	1	0	0	0	0	3	0
Lithuania	0	3	8	0	1	1	4	0	0	0	1	0
Macedonia	1	6	4	0	4	1	9	0	0	2	3	0
Romania	1	2	5	1	0	0	6	3	0	0	2	0
Russia	0	1	1	0	1	3	3	0	1	0	3	0
Serbia	0	0	6	0	11	0	0	1	0	0	4	0
Ukraine	1	4	3	0	0	6	1	1	5	0	1	0
Chicago	1	0	0	1	4	7	0	0	0	0	3	3
Colorado	0	0	0	1	5	2	0	0	1	0	2	3
Fairfax County	0	0	0	0	4	0	0	0	2	0	3	0
Indiana	1	0	0	2	3	3	0	0	0	0	2	3
Los Angeles	5	0	0	0	6	11	0	0	1	0	1	2
Maryland	0	0	0	2	4	3	0	1	2	0	4	2
New Jersey	0	0	0	1	1	5	0	0	0	0	7	2
South Carolina	1	0	0	2	1	1	0	0	0	0	3	2
TOTAL	11	27	39	11	50	47	23	8	13	2	44	18

Note: Econ=Economics, Eng=English Language, EC=Extra-Curricular, Geo=Geography, Gov=Government/Civics, Hist=History, HR=Homeroom/Form(e), Hum=Humanities, Law=Law, Sci=Science, SS=Social Studies, Oth=Other

Site Partnerships

Each Expanding DID Project site was partnered with another site (see Table 12). Some sites (Azerbaijan, Colorado, Czech Republic, Fairfax County, Lithuania, Russia, and South Carolina) maintained relationships they had developed over the course of the original DID Project.

Table 12. European-U.S. Expanding DID Project Partner Sites

European Site	United States Site
Macedonia	Indiana
Romania	Montgomery County, Maryland
Serbia	Los Angeles, California
Ukraine	New Jersey

Teacher Exchanges

Teacher exchanges took place between the partner sites at some point between Staff Development Session #1 and the end of the school year (exact Teacher Exchange dates can be found in Appendix B). 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 13 shows the number of teachers from each site who took part in the teacher exchanges.

Table 13. Number of Teachers Participating in Teacher Exchanges by Site ^a

Site	Teachers
	(n)
Macedonia	7
Romania	4
Serbia	3
Ukraine	6
Indiana	1
Los Angeles	2
Maryland	3
New Jersey	3
TOTAL	29

^a Teachers from Azerbaijan, Czech Republic, Lithuania, Russia, Colorado, Fairfax County, Chicago, and South Carolina teachers did not participate in the teacher exchanges in Year 3.

Discussion Board

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. During 2009-2010, the polls were also open to students outside of the *Expanding DID Project*. On the Discussion Board, a thread was often initiated by a teacher or site coordinator, and then students posted in response to the new thread. In 2009-2010, cyberbullying received the most posts on the Discussion Board and was deliberated at 14 of 16 Expanding DID sites. Table 14 shows the number of threads and posts found on the DID Discussion Board by DID Topic.

Table 14. Number of Discussion Board Threads and Posts by Expanding DID Topic, 2009-2010

DID Topic	Number of Threads	Number of Posts
Cloning	2	50
Crime and Punishment	1	468
Cyberbullying	2	723
Domestic Violence	1	44
Educating Non-citizens	1	17
Euthanasia	1	114
Free and Independent Press	1	5
Freedom of Expression	1	267
Freedom of Movement	2	8
Global Climate Change	1	12
Globalization and Fair Trade	3	64
Juvenile Justice	2	158
Marriage and the State	1	131
Minorities in a Democracy	1	9
National Service	2	5
Parental Liability	2	82
Preventive War	2	82
Public Demonstrations	2	65
Recycling	1	43
Surveillance	1	212
Violent Videogames	2	41
Voting	1	64
Youth Curfews	1	59

Videoconferences

Finally, several sites participated in one or more videoconferences during the school year. Students communicated with each other via video technology (e.g., Skype) across and within sites. Videoconferences lasted approximately one hour, during which students discussed the deliberation topics, and exchanged ideas and interests on a range of issues. Table 15 shows the approximate number of students who participated in the videoconferences at each site, as well as the number of videoconferences held with continuing and *Expanding DID Project* site countries.

Table 15. Number of Videoconferences and Approximate Number of Participating Students by Site

Site	Number of Videoconferences	Students (n) ^a
Azerbaijan	0	0
Czech Republic	2	43
Lithuania	3	25
Macedonia	4	80
Romania	0	0
Russia	NA	NA
Serbia	2	51
Ukraine	1	15
Chicago	4	221
Colorado	1	48
Fairfax County	1	130
Indiana	4	120
Los Angeles	3	150
Maryland	0	0
New Jersey	2	80
South Carolina	0	0
TOTAL	27	963

^a These numbers are estimations suggested by the Expanding DID Site Coordinators.

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

Summary:

The Expanding DID Project involves 16 sites in nine countries. One hundred eighty-five (185) teachers and over 8,700 students participated in the project in 2009-2010. The core of the project involves classroom deliberations in which students consider current social and political issues. Expanding DID Project teachers experienced professional development through meeting with collegial peers during three or more designated workshops, and via site coordinator observations of deliberations in the classroom. Other components of the project included the online Discussion Board for teachers and students, videoconferences between partner sites, and teacher exchanges.

Teachers' Reflections on Deliberations

In Year Three of the *Expanding DID Project* we asked teachers about their ideas regarding (a) the primary purpose of deliberation, (b) how they would explain deliberation to a colleague who was unfamiliar with the concept, and (c) continued use of the *Expanding DID Project* materials and methodology.

The Primary Purpose of Deliberation: Teachers' Views

Teachers from both the Expanding DID Project and continuing DID Project responded to the question "In your opinion, what is the primary purpose of deliberation?" Teachers' responses are shown in Table 16. Teachers cited student behaviors (e.g., listening to others, civic engagement, increased discussion), attitudes (e.g., tolerance, understanding), skills (e.g., considering multiple perspectives, using evidence to support opinions, developing opinions, developing critical thinking), and knowledge (e.g., knowledge of global issues, improved understanding of democratic principles), all of which are important outcomes of deliberation. The most frequent teacher response linked the purpose of deliberation to formulating conclusions and building consensus.

Following are comments representative of the teachers' responses:

Citizens must want to express and exchange ideas between themselves, with the community leaders, and with the representatives in power. (Macedonia)

Preparing for real democracy. (Romania)

Acquiring skill for critical thinking, respecting others' opinions, recognizing the best solution for all involved, honoring mutually agreed upon decisions. Building the sense of responsibility for oneself and toward others and toward common interests. Developing tolerance for diversity. (Serbia)

The main aim of deliberation is to create conditions for the students to be willing and able to search for practical ways of civic society development in their own country. (Ukraine)

It is training ground for the development of thoughtful citizens. Whether at work, in politics, or in private conversations, we are more effective communicators when we have the ability to share our ideas and work to understand others' ideas in conflict situations. Through this thoughtful process, our society benefits as we reach new ideas for solutions to our differences. (Chicago)

The purpose of deliberation is to get participants to understand an issue in greater depth and from multiple perspectives. It also encourages the free discussion that is key to the functioning of democracy. (Indiana)

To my way of thinking the purpose of deliberation is to get kids to think about issues, get kids to take a stand on issues, but also to get kids to a place where they can listen to each other about issues so that they can learn what common ground they might share even if they do disagree.

Hopefully that common ground will give them a place where they can stand together to begin to work on the problems that face us all. (Maryland)

Table 16. Teacher Response to "In your opinion, what is the *primary* purpose of deliberation?" (N = 180)

The Primary Purpose of Deliberation ^a	N	%
To learn to formulate conclusions and build consensus	63	35
To improve listening, speaking, and other communication skills	53	29
To increase/develop critical thinking	44	24
To expand knowledge and be informed	35	19
To develop tolerance for diversity and multiple perspectives	29	16
To participate in purposeful, structured dialogue and discussion	28	15
To improve understanding of democratic principles	23	13
To learn to form arguments and defend positions	22	12
To share ideas and exchange opinions	22	12
To show interest, and take action and initiative regarding civic issues	11	6
To learn to respect others' opinion	9	5
To be aware of civic issues	7	4
To seek and use relevant information and materials	5	3
To span the continents, understand the global nature of civic interaction	5	3

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

Explaining Deliberation

One of the other open-ended response items on the Teacher Survey asked: "How would you explain *deliberation* to a colleague who was unfamiliar with the concept?" Teachers' explanations of deliberation were quite similar to their opinions about the primary purpose of deliberation. Most often, the teachers explained deliberation as the development of critical thinking skills and argument analysis. Teachers also described deliberation as structured discussion; a way to develop tolerance for diverse ideas and views, a method of exchanging opinions; participation in meaningful, reasoned discussion; and the development of knowledge and understanding of democratic principles and global issues (see Table 17). Many teachers described deliberation as some form of discussion (e.g. structured discussion, controversial issues discussion, or reasoned discussion) and 6% stated specifically that deliberation is not debate. However, the same percentage of teachers (6%) described deliberation (incorrectly) as a debate. Of the 11 teachers who characterized deliberation as debate, four were from European countries and completed their surveys in a language other than English. These teachers' explanations of deliberation may have been slightly altered in the translation to English. The remaining seven teachers were from the United States, completed their surveys in English, and therefore their survey responses did not undergo translation.

^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 following comments are representative of teachers' descriptions of deliberation:

Group discussion of certain controversial or problematic themes, exchange of opinions, search for answers. Students learn to formulate and defend their own opinions, they learn to accept the opinions of others, exchange contradicting viewpoints, find compromises, etc. (Czech Republic)

It teaches reasoned discussion and respect for opinions of other people; deepens our knowledge about democracy; employs controversial method of discussion. (Lithuania)

A structured comprehensive step-by-step consideration of issues for the purpose of forming one's own substantiated opinion. Understanding other people's perspectives and finding points of agreement. (Ukraine)

The use of a Structured Academic Controversy environment to address controversial issues faced by democratic societies. Students identify arguments in support of and in opposition to a specific question that focuses on government involvement in citizens' lives on topics such as national service, cyber-bullying and hate speech. Students practice listening and speaking skills while identifying areas of group agreement that could form a foundation for a decision. The purpose of the SAC is to engage students in effective communication that uses facts and evidence to aid in analytical and critical thinking processes. (Fairfax County, Virginia)

It is Structured Academic Controversy whereby the students are actively engaged and deliberating various topics of interest. The students read, listen, find contextual evidence, discuss articles and respectfully validate opinions of others. (Los Angeles)

The process of analyzing an issue, reading and evaluating the evidence on the issue and on various ways to resolve the issue, and discussion to reach a consensus on the issue. (New Jersey)

It is not a debate, but expression/exchange of ideas on a topic by students with a goal of coming to an agreement or agreement to disagree. (South Carolina)

Table 17. Teacher Response to "How would you explain deliberation to a colleague who was unfamiliar with the concept?" (N = 178)

Explanations of Deliberation ^a	N	% b
It teaches logical, critical thinking and argument analysis	71	40
It employs structured discussion	65	37
It teaches one to form ideas and exchange opinions	55	31
It trains students to find solutions to problems and reach decisions, consensus, and	45	25
compromise		
It teaches respect and understanding for diverse viewpoints	32	18
It teaches students to find common ground	27	15
It helps students develop research skills as they investigate topics and evidence through	25	14
text analysis		
It employs a controversial method of discussion	24	13
It teaches listening skills	24	13
It deepens knowledge about democratic principles and democracy	19	11
It is a meaningful, reasoned discussion	16	9
To develop deeper, more meaningful learning about issues	14	8
To not debate	11	6
To debate	11	6

^aDue to space limitations, only those categories of response indicated by five 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.

Future Use of the Expanding DID Project Materials and Methodology

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 classrooms after the project ends in July 2010. The following statements were volunteered by teachers in response to the open-ended survey questions (e.g., "Please provide any other comments or suggestions concerning the *DID Project* you would like to make," "What was most important to you about the *DID Project*?"):

I will continue to implement in my regular classes what I learned from this program. (Macedonia)

I would like to continue deliberation of issues in the new school year with a new class. (Ukraine)

I would like to continue deliberations in the new school year with my class. There are a lot of topics that are interesting to my students. (Ukraine)

I will continue to do the lessons and reach out to our international partners. (Los Angeles)

I plan to continue using these lessons. (New Jersey)

I will continue to use this curriculum in the future. (South Carolina)

Summary:

The Expanding DID Project and continuing DID Project teachers identify multiple purposes for deliberation. The purposes they identify are similar to those noted by deliberative theorists and civic education scholars—developing tolerance, perspective-taking abilities, critical thinking skills, the ability to state one's opinion, etc. (see Benhabib, 1996; Hess, 2009; Parker, 2006). In Years One and Two, 95% of the teachers who responded to the Teacher Survey agreed at some level with the statement: "Because of my involvement in this project, I will continue using deliberations in my classroom in the coming year." This year, teachers' open-ended responses indicated that they would continue using the deliberations after the conclusion of the Project.

Teachers' Practices

Deliberations using the SAC model act as the foundation of the entire DID Project. The Expanding DID Project outcomes stipulate that teachers should conduct a minimum of three deliberations in their classrooms. This section of the evaluation report reviews teachers' classroom deliberation practices, including grouping practices and grading policies utilized during the classroom deliberations.

Classroom Deliberations

Survey responses from teachers indicated that 83% of all participating teachers (153 of 185) conducted a minimum of three deliberations in their classrooms (see Table 18). Over a third (37%) of the teachers conducted more than three class deliberations.

Table 18. Frequency of Deliberations Conducted by Expanding DID Teachers During the 2009-2010 School Year (N = 185)

Number of Deliberations Conducted During 2009-2010 School Year	Number of Teachers	% of Teachers
0	2	1.0
1	10	5.4
2	20	10.8
3	85	46.0
4+	68	36.8
Total	185	100.0

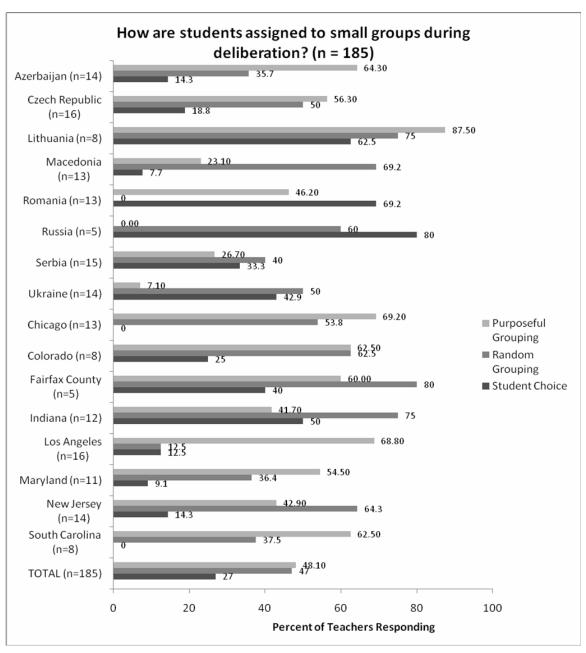
Student Grouping and the Classroom Deliberations

We asked teachers about small group assignments because deliberative theorists assume that democracy is strengthened when people talk about public issues with persons with whom they might not normally converse. Conversations with friends are one of the staples of everyday life, and sometimes those conversations are about public issues. But friends typically share a general outlook on the world and often have similar backgrounds (e.g., race/ethnicity, class). When students converse with people outside their friendship circle, they increase the likelihood that they will engage with classmates who have different stories and viewpoints to share.

In the process of assigning groups, teachers must weigh this consideration with the importance of giving students choice in the classroom. Johnson and Johnson (personal communication, September, 8, 2009) recommend random assignment of groups, followed by purposeful assignment. Random assignment increases the likelihood that students will work with others who bring different stories and viewpoints to the table.

When asked how they assign students to their deliberation groups (see Table 19), 48.1% of the teachers answered that they usually assigned students to groups in a purposeful manner (e.g., putting all of the talkers together, making sure shy students have supportive peers). Almost as many teachers (47%) reported that they usually randomly assigned their students into small groups. Students in 27% of the Expanding DID classrooms were able to choose their own groups.

Table 19. Teachers' Grouping Practices^a

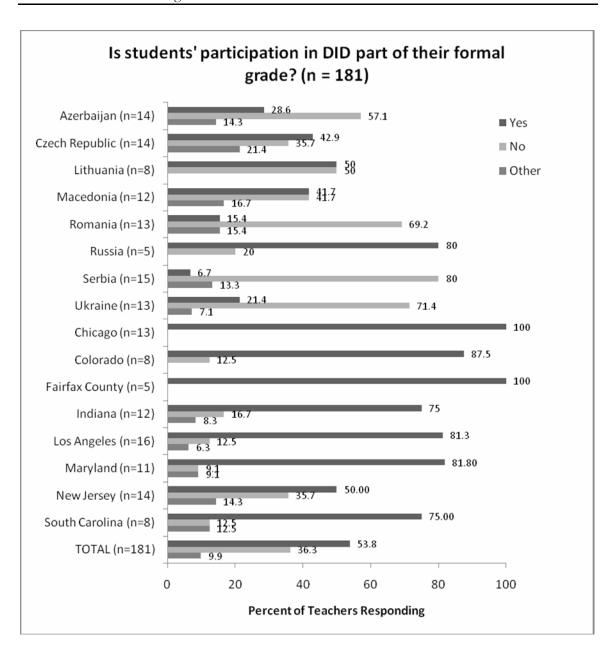


^aPercentages do not add up to 100 because teachers were able to give more than one response. In addition, some teachers chose not to respond to the item.

Assessment and the Classroom Deliberations

One way in which teachers might motivate students to participate in the *Expanding DID Project* is to include participation in their formal grades. When asked if student participation was graded (see Table 20) slightly more than half (53.8%) of the teachers said "yes." It is important to note that 62 of 98 European teachers implemented the *Expanding DID Project* as part of an extracurricular activity, and thus would not have the option of giving a formal grade.

Table 20. Teachers' Grading Policies



Civic educator Diana Hess (2009, pp. 72-75) argues that it is important to assess classroom discussion. She recommends that teachers formally evaluate students' participation in some discussions to convey the importance of discussion to students, and to provide students with feedback so that they can improve their discussion skills. Teachers, however, tend to have varying opinions, with some arguing that in a democracy, students also have the right not to participate in discussions.

Summary

Overall, teachers were successful in conducting a minimum of three deliberations with their students. Slightly more than half (53.8%) of the teachers reported that they formally assessed students' participation in Expanding DID activities, and when grouping their students for deliberation, most teachers indicated they either purposefully or randomly assigned groups.

Teachers' Reflections on the Expanding DID Project

Teachers found many aspects of the *Expanding DID Project* personally important, as conveyed in Table 21. Learning the SAC model of deliberation and leading discussions and deliberations with students using the SAC model were noted as particularly meaningful.

Interpersonal aspects of the Expanding DID Project were also considered significant. For example, teachers valued communicating and collaborating with domestic and international colleagues. As in the preceding years of the DID Project, teachers cherished the opportunity to visit another DID site via the Teacher Exchanges. Teachers also appreciated their students' opportunities to develop relationships with peers and other Expanding DID Project teachers. Although the Discussion Board component of the Expanding DID Project was not mandatory in 2009-2010, 10 teachers noted the importance of this mode of communication.

The perceived impact of the Expanding DID Project on student development, confidence, and participation was highly regarded by the teachers. For example, teachers noted how the deliberations helped students develop critical thinking, communication, and knowledge acquisition skills. Further, teachers thought it significant that students learned that it was acceptable to change their point of view and became more acceptant of divergent opinions.

Teachers shared the importance of the *Expanding DID Project* in open-ended responses to the question: "What was most important to you about the DID Project?"

Learning the principles of democracy, SAC, knowing many people from different countries through this project, all become together, closer and friendlier, more understanding to each other! This is even stronger than any other tools to make this world more peaceful, tolerant and understanding! (Azerbaijan)

I cannot isolate any single part of the project as they form a whole together. This year, of utmost importance were the three video conferences for which the children had been preparing very responsibly, with great enthusiasm and which had made them more knowledgeable and experienced. Likewise, the importance of discussions and the element of the internet cannot be downplayed as children had written many letters to the Lithuania/Virginia forum. They even exchanged letters through post, which relieved their immense desire to keep communicating after the video conference. (Lithuania)

I and the kids felt ourselves to be a part of the world community. Experience of other countries' democratic development inspires optimism that sooner or later our country will also become a democracy. (Russia)

The most important [part] about DID Project was that I noticed positive transformation in my students after DID classes. Students showed openness to listen and accept different opinions and

were ready to change their own views after research and analysis of certain topics. I was pleasantly surprised by mature and serious thinking of my students. Also, I am very glad to have had a chance to cooperate and exchange experiences with colleagues from different countries. (Serbia)

The most important part of DID is that it gives a structure to teaching students about controversial issues in a society. Teachers are always trying to get better participation from students and to get them to express their opinion. This program shows students a way to voice their opinion and to actually back it up with evidence. (Chicago)

The critical thinking skills students learned as part of the SAC procedure and the opportunity to interact with students from other schools/countries. (Colorado)

Honestly, three things stand out. The value and time saving aspect of having the handouts and reading with the different perspectives ready to go was great. My students also truly enjoyed the opportunity to talk to other students in the video conference. They were really amazed by the English language skills and foreign affairs knowledge of the other countries. Lastly, the opportunity to participate in a teacher exchange was truly amazing. It was great to get a better understanding of Serbia and its role throughout history. The contacts and experiences for professional and personal growth have been incredible. I can't wait to switch up some of my lessons and use Serbia as a case study in certain units. (Los Angeles)

DID provides a platform for students to discuss, analyze, and express their ideas on particular topics that challenge our democracy. DID gives students the necessary tools in becoming a more informed citizen of our democracy. (New Jersey)

The students really enjoyed the activity. One student even said to another student, "This is how I like to learn." (South Carolina)

Table 21. Teacher Response to "What was most important to you about the DID Project?" (N = 178)

Important Aspects of the DID Project ^a	N	% b
Learning the deliberation method (SAC)	37	21
Communicating/collaborating colleagues (domestic and	37	21
international)		
Leading discussions/deliberations with students	32	18
Developing skills in students (critical thinking, communication)	29	16
Participating in the teacher exchange	29	16
Student participation	27	15
Video conferences	26	15
Students collaborating with each other and teachers	20	11
The DID texts and materials	20	11
Students learning to change their point of view/accept other	18	10
points of view		
Professional Development Workshops	16	9
Knowledge acquisition	11	6
Communicating via the internet	10	6
Increasing student confidence	5	3
Learn and practice English language	5	3
Gain a better understanding of democracy	5	3

^aDue to space limitations, only those categories of response indicated by five 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.

In response to the open-ended survey questions (e.g., "Please provide any other comments or suggestions concerning the *DID Project* you would like to make," "What was most important to you about the DID Project?"), teachers often commented on specific aspects of the *Expanding DID Project*, including the Teacher Exchange, the Discussion Board, and the videoconferences.

Teacher Exchanges

The following remarks are representative of Expanding DID teachers' reflections on the teacher exchanges:

The most important part of the Project was visiting the Unites States and meeting with American teachers. (Romania)

I find very important and valuable my visit to the USA, visits to schools and universities. (Ukraine)

The teacher exchanges were extremely valuable. I wish I had the opportunity to be involved in one more. (Los Angeles)

I would have never in my life been able to go to Eastern Europe. Traveling to Europe was amazing! (Los Angeles)

The teacher exchange was the most rewarding part of the project because I was able to learn about the culture and educational system in Romania. (Maryland)

The visit to Romania was the most important part of the DID Project for me. (Maryland)

Hosting teachers from Ukraine in NJ and welcoming them in my classroom was the most important to me. (New Jersey)

Discussion Board

In their open-ended survey responses, Expanding DID teachers offered mixed reactions to the Discussion Board. For example, one Azerbaijani teacher strongly supported students' continued online deliberations. In regards to the Discussion Board, one Russian teacher said that "It is especially interesting to vote and then discuss the voting results in different countries." However, other teachers found using the Discussion Board problematic:

Communication on the Discussion Board wasn't very successful due to the language barrier. (Lithuania)

I think that the current Discussion Board is more complicated, inconvenient and less interesting than the old one. In the past the students used to go to the Discussion Board with a lot of interest, made their comments and read those made by their peers. Of great interest were the free topics that are absent now. (Russia)

The e-board component was completely useless and ineffective. (New Jersey)

Videoconferences

Overall, Expanding DID teachers reported that the videoconferences were very positive experiences. Representative comments include:

I think that enhanced motivation for students to take part in the project was provided by exchanges not only of teachers, but also of students, because live communication makes their activities much more meaningful, which was confirmed by teleconferences. (Ukraine)

My students really appreciated the teleconference with Estonian and ethnic Russian students. (Colorado)

The video conferences are a student favorite. (Indiana)

Summary

Overall, teachers found many aspects of the *Expanding DID Project* to be important. In particular, teachers focused on the significance of the SAC model of deliberation, domestic and international communication and collaboration with Expanding DID colleagues, and student development.

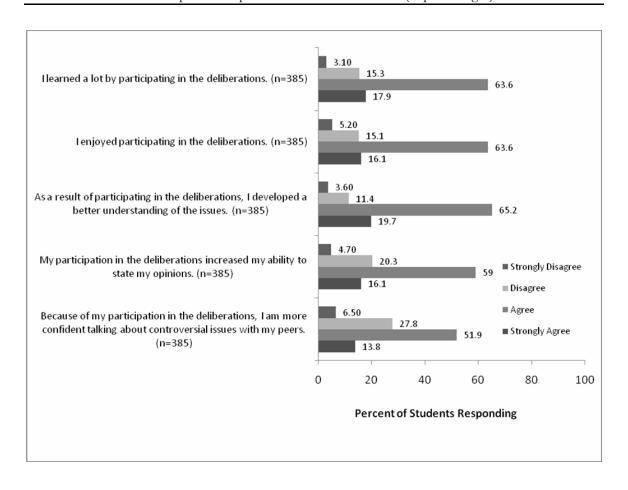
Student Experiences

In this section of the report, we share Project students' perceptions of the deliberations. Then, we focus on comparing Project and Comparison students' issue knowledge and perspective-taking skills, and classroom level of consensus.

Students' Perceptions of the Classroom Deliberations

Six items on the student survey asked Project students about their experiences with the deliberations. Between 75-85% of the students responded that they had increased their knowledge and skills as a result of participating in the deliberations (see Table 22, the 1st, 3rd, and 4th items). Eighty percent (80%) reported that they enjoyed the deliberations, and sixty-six percent (66%) reported developing more confidence in their ability to discuss controversial issues with their peers as a result of participating in the deliberative process.

Table 22. Students' Self-Report of Experiences with Deliberations (in percentages)



Further analysis was conducted to determine whether demographic factors, such as gender or parents' education level, impacted students' experiences with the deliberations. None of the demographic factors significantly impacted students' experiences with deliberations. This is remarkable, considering that students from five countries, with a variety of socio-economic, ethnic, national, and linguistic backgrounds, participated in the *Expanding DID Project*. That students generally had positive experiences with the deliberations no matter their background speaks to the universality of the power of deliberation.

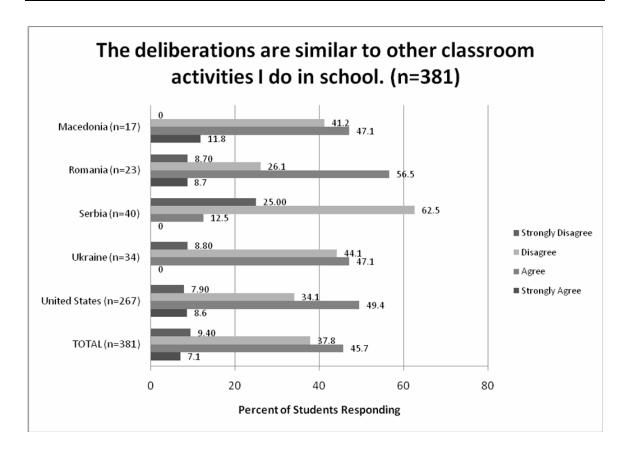
However, one factor we examined did influence students' experiences with the deliberations: classroom climate. Classroom climate was measured by a six-item scale used in the IEA CivEd Study (Torney-Purta, Lehmann, Oswald, & Schultz, 2001), and includes the following items:

- Students feel free to disagree openly with their teachers about political and social issues during class.
- Students are encouraged to make up their own minds about issues.
- Teachers respect our opinions and encourage us to express them during class.
- Students feel free to express opinions in class even when their opinions are different from most of the other students.
- Teachers encourage us to discuss political or social issues about which people have different opinions.
- Teachers present several positions on an issue when explaining it in class.

Response options include: never, rarely, sometimes, often. Students who individually perceived their classroom climate to be more negative were less likely to report positive experiences with the deliberations (p=.001).

For the first time this year, we asked students if the deliberations were similar to their other classroom activities (see Table 23). In previous years, students in focus groups had generally reported that the deliberations differed from their usual classroom experiences. However, in Year Three of the *Expanding DID Project*, slightly more than half (53%) of the students agreed that the deliberations were similar to other classroom activites. An examination of the students' responses by country revealed important differences between the sites. Romanian students were the most likely to think that the deliberations were similar to other classroom activities, with approximately 65% of students responding in the affirmative. Serbian students were the least likely to think that the deliberations were similar to other classroom activities, with just over 12% of students responding in the affirmative.

Table 23. Students' Self-Report of Similarity of Deliberations with Other Classroom Activities (in percentages)



We turn now from the Project students' reports of their experiences with the deliberations to an analysis of the Project and Comparison classes. Recall that we used a quasi-experimental design for this part of the evaluation; Project classes and Comparison classes were matched in terms of subject and grade level.

Impact of the Deliberations

Issue Knowledge

Students who participated in the DID and Expanding DID Projects have traditionally reported that they "learned a lot" through their participation (between 82-89% in any given year, Years 2-5). This year, we asked students specifically if they "knew a lot about" each of the three issues they deliberated. Thus, unlike previous years, the questions were tied to the issues the students deliberated. In order to assess whether they gained greater knowledge about the topics, both the Project and Comparison students were asked these questions on the pre- and post-surveys. The results were not what we

expected – the Project students did not report significantly greater knowledge about the topics in question.

One possible explanation for this finding is that after studying a topic, students realized how complex the issue was, and how little they actually knew about it. Therefore, they may have disagreed with the survey prompt "I know a lot about this issue" both before and after the deliberation of that issue even though they had increased their knowledge about the topic. A stronger measure of student knowledge would ask specific factually-based questions about the issue. Additionally, in studies that have shown increased knowledge after deliberation, the measure of knowledge was taken soon after the deliberations (e.g., Barabas, 2004). In the *Expanding DID Project*, responses were given, in some cases, several months after the deliberations. Finally, it is important to remember that the *Expanding DID Project* is one small part of a student's academic life. We are not sure how much we should expect a student to remember about a particular topic s/he studied for 1-3 class periods.

Perspective Taking

One of the intended project outcomes is that students should increase their ability to identify multiple perspectives when engaged in discussions about controversial issues. An item on the post-survey was designed to test both the Project and Comparison students' abilities to recognize multiple perspectives on an issue that was not an official *Expanding DID Project* deliberation topic, but about which we expected all students to be able to form opinions – whether or not school uniforms should be mandatory. Students were asked to think of reasons why someone might support mandatory school uniforms, why someone might oppose school uniforms, and finally, to give their opinion about school uniforms. Unsurprisingly, most students (67%) in both the Project and Comparison groups did not favor mandatory school uniforms. However, the Project students were significantly more likely to be able to identify reasons for the position with which they did *not* identify than were the Comparison students (p=.001). For example, a Project student who did *not* believe her country should instate a law mandating school uniforms was likely to be able to give more reasons why someone might *favor* such a law. Additionally, Project students were able to identify more arguments for their own positions than were the Comparison students (p=.001).

While we are concerned that students' report of their issue knowledge did not increase, perspective-taking skills are of greater civic importance. We found that Project students demonstrated greater perspective-taking skills than students in the Comparison classes. The students' increased ability to identify rationales for positions with which they disagreed is critical to democratic citizenship. It is encouraging to see that students developed better understandings of their classmates' positions. If

students can identify legitimate rationales for positions in opposition to their own, they have at least started to understand the nature of controversy -- that reasonable people can disagree.

Levels of Consensus

On both the pre- and post-surveys, Project and Comparison students were asked to give their opinions about the three topics the Project students were scheduled to deliberate during the 2009-2010 school year. Results indicate that Project students developed a fairly high level of consensus in their opinions about the issues they discussed. The variance in students' opinions prior to deliberation was similar in Project and Comparison classes, but after the deliberations, the variance in students' opinions in the Project classes narrowed considerably. Assuming no coercion, many deliberation theorists (Cohen, 1989; Gutmann & Thompson, 1996) would consider this a positive outcome. Citizens need to be able to arrive at some level of consensus after deliberating an issue so that they can take action. This does not mean unanimity of opinion, but that after deliberation, there is a greater shared understanding of evidence and the potential consequences of alternatives. It seems that Project students were aware of this trend based on the results presented in Table 24. Here, Project students are significantly more likely to report that the students in their class have the same opinions on social and political issues than are Comparison students.

Table 24. Students' Perceptions of Classmates' Opinions

Most of the students in this class have similar opinions on the social and political issues we are discussing.	Mean	P- value	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
Project ($n = 233$)	2.62	.005**	5.2	33.0	56.2	5.6
	2.76		2.6	27.5	61.4	8.6
Comparison (n= 235)	2.61	.418	7.7	29.4	57.0	6.0
	2.66		6.8	26.8	60.4	6.0

Note. Post-survey data are bold and italicized.

Further analysis indicates a possibly troubling, though not unexpected, trend. Students were asked on the post-survey about their opinions on the three topics the Project students had deliberated during the school year. We examined the opinions given by the Project students in the United States, and looked closely at the 13 of 27 topics on which 60% or more of the students had the same opinions. Within these classes, girls (p=.040) and students who spoke a language other than English at home

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

^{**}p<.01

(p=.002) were more likely to move toward the majority opinion than were their classmates. This is a potential area of concern, in that it seems to perpetuate a system in which female students and students whose families may not be part of "mainstream" U.S. culture feel that their opinions are less valid than are those of their male, "mainstream" classmates (see Sanders, 1997, for a cogent analysis of the potential discriminatory effects of deliberation). Alternatively, this may indicate that girls and students who spoke a language other than English at home are more open-minded and therefore more willing to change their opinions when presented with compelling information. Similarly, girls and students who spoke a language other than English at home may not initially have been as interested in the topics or may have been more in honest in their self-reporting of how much they knew about the topics.

Summary:

Similar to past years, students in Year Three of the Expanding DID Project reported generally positive experiences with the deliberations. Remarkably, there were no differences in how students responded to the deliberations by students' gender, parental education, or language spoken at home. This indicates that deliberation may be an effective instructional strategy for students of all backgrounds and ability levels. Classroom climate, however, was a significant factor in predicting students' experiences with the deliberations. Students who individually perceived a more negative classroom climate also reported more negative experiences with the deliberations.

In a quasi-experimental research design, Project students demonstrated a significantly higher level of perspective-taking skills than the Comparison students. There was no statistically significant change in Project or Comparison students' self-reported issue knowledge.

The variance of opinion on issues decreased substantially in the Project classes as opposed to the Comparison classes. In Project classes with a high level of consensus, girls and students who spoke a language other than English at home were most likely to move toward the consensus position.

Achievement of Outcomes

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

1. To establish eight staff development programs around "best practices" that will involve secondary teachers in Macedonia, Romania, Serbia, Ukraine, and three new sites in the U.S. (Bloomington/Evansville, IN, Montgomery Co., MD, and North Jersey, NJ) at the end of three years.

In Years One and Two, seven staff development programs were established, one in each of the above sites. In Year Three, two staff development programs were continued from the *DID Project* in the Chicago and Los Angeles areas.

OUTCOME ACHIEVED

2. To involve 100 new secondary teachers in the staff development programs.

A total of 129 teachers who had not previously participated in the *DID Project* participated in the *Expanding DID Project* in 2007-2010.

OUTCOME ACHIEVED

3. Teachers will increase their understanding of democracy.

In Years One and Two, 93-100% 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.

In Years One and Two, 100% of the teachers "agreed" or "strongly agreed" 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 indicate that 84.3% (102 of 121) conducted a minimum of three deliberations in their classrooms.

OUTCOME PRIMARILY ACHIEVED

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

OUTCOME NO LONGER PART OF PROJECT

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

In Years One and Two, 98-100% of teachers reported that "because of my involvement in this project, I will continue using deliberation in my classroom in the coming years." In response to openended questions in Year 3, teachers frequently mentioned that they will continue to use deliberation.

OUTCOME ACHIEVED

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

In Years One and Two, over 93% of teachers reported that the staff development programs: provided models of good teaching practices; provided adequate time for practice; 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.

OUTCOME ACHIEVED

9. Approximately 3,000 secondary students will engage in authentic civic deliberations at the end of three years. In Year Three, approximately 5,628 students participated in the Expanding DID Project.

OUTCOME ACHIEVED

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

In Year One, focus groups and classroom observations indicated that the students learned how to deliberate, and made connections between the deliberations and democratic principles such as tolerance, perspective-taking, equality, and fairness. In Year Two, all teachers (100%) agreed at some level (slightly to strongly) that during the deliberations, their students had developed a deeper understanding of the issues, engaged in critical thinking made a decision based on sound reasoning, and were respectful of one another's views.

OUTCOME ACHIEVED

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

In Year 3, 84.3% (102 of 121) of teachers indicated that they conducted a minimum of three deliberations in their classrooms.

OUTCOME PRIMARILY ACHIEVED

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

OUTCOME NO LONGER PART OF PROJECT

13. Students will increase their knowledge of civic issues and the democratic principles which relate to them. In Years One through Three, students reported "learning a lot" as a result of their participation in the deliberations (80-85%) and developing a better understanding of the issues (85-88%). In Year Three, there was no statistically significant difference between the self-reported knowledge gained, about the specific deliberation topics or politics in general, by students who participated in the Expanding DID Project and students in the Comparison classes.

OUTCOME PRIMARILY ACHIEVED

14. Students will increase their skill in being able to deliberate.

In Years One and Two, 98% of teachers reported ("slightly agree" to "strongly agree") that during the deliberations, almost all of their students engaged in critical thinking and made a decision based on sound reasoning. In Years 1-3, 75 – 77% of students "agreed" or "strongly agreed" with the statement: "My participation in the deliberations increased my ability to state my opinions."

OUTCOME ACHIEVED

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

The DID Curriculum materials used by the students provided historical and current contexts for the issues students deliberated. In Years One through Three, students reported "learning a lot" as a result of their participation in the deliberations (80-85%) and developing a better understanding of the issues (85-88%). In Year Three, there was no statistically significant difference between the self-reported knowledge gained, about the specific deliberation topics or politics in general, by Project and Comparison students.

OUTCOME PRIMARILY ACHIEVED

16. Students will value hearing multiple perspectives.

In Years One and Two, 90% of students reported that they really enjoyed "being able to hear different perspectives" during the deliberations. In Year Three, Project students were statistically significantly more likely to recognize multiple perspectives than were students in the Comparison classes.

OUTCOME ACHIEVED

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

Over Years One through Three, 66-73% 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

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Appendix A

Topics and Deliberation Questions for 2009-2010

Deliberation	Issues Question
Topic	
Cloning	Should our democracy permit the therapeutic cloning of human cells?
Crime and	Should our democracy ban the death penalty?
Punishment	
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-	Should our democracy extend government support for higher education to
citizens	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	Should our democracy permit hate speech?
Expression Freedom of	Charld and demonstrate the second and the second an
Movement	Should our democracy have a guest worker program?
Global Climate	Chould ave dome areas adomt a son and trade exercise to limit areas have as
Change	Should our democracy adopt a cap-and-trade system to limit greenhouse gas emissions?
Globalization and	In response to market globalization, should our democracy provide "fair trade"
Fair Trade	certification for coffee and other products?
Juvenile Justice	In our democracy, should juvenile offenders who are accused of serious violent crimes be prosecuted and punished as adults?
Marriage and the State	Should our democracy permit same-sex couples (gay and lesbian) to marry?
Minorities in a	Should our democracy fund elementary education for children of minority
Democracy	groups in their own language?
National Service	Should all adult citizens in our democracy participate in one year of mandatory national service?
Parental Liability	Should our democracy hold parents responsible when their teenagers commit minor offenses?
Preventive War	Should the Bush Doctrine of preventive war be part of U.S. foreign policy?
Public	Should our democracy have the power to prohibit unauthorized public
Demonstrations	demonstrations?
Recycling	Should our democracy require manufacturers to recycle their products?
Surveillance	Should our democracy require law enforcement officials to get permission from a judge to access public video surveillance records?
Violent	Should our democracy place criminal penalties on anyone who sells, rents, or
Videogames	shows violent video games to minors?
Voting	Should voting be compulsory in our democracy?
Youth Curfews	Should our democracy impose curfews on people under age 18?
10uui Cuiicws	onound our democracy impose currens on people under age 10:

Appendix B Calendar of Events for Sites: July 2009 – July 2010

	July-September	October	November	December	January
Azerbaijan		October - November 2009 Classroom Deliberation #1			
Colorado			November 2009 Classroom Deliberation #1 November 9, 2009 Professional Development Session #1	December 4, 2009 Professional Development Session #2	January 26, 2010 Professional Development Session #3
Chicago	July 2009 Expansion Institute August 2009-March 2010 Classroom Deliberation #1	October 2009 – April 2010 Classroom Deliberation #2	November 2009 – April 2010 Classroom Deliberation #3 November 7, 2009 Professional Development Session #1	December 3, 2009 Student Videoconference #1 (Chicago/Prague)	January 23, 2010 Professional Development Session #2
Czech Republic	September - October 2009 Classroom Deliberation #1 September 18, 2009 Professional Development Session #1		November-December 2009 Classroom Deliberation #2 November 4, 2009 Professional Development Session #2	December 3, 2009 Student Videoconference #1 (Prague / Chicago)	
Fairfax County, VA	September 2009-May 2010 Classroom Deliberations #1, 2, and	October 29, 2009 Student Videoconference #1			

	3 based on each individual teacher's calendar and curriculum	(Lithuania/Fairfax County, VA)			
Indiana	September 2009- November 2009 Classroom Deliberation #1	October 2, 2009 Student Videoconference #1	November 13, 2009 Student Videoconference #2		January 2010 – February 2010 Classroom Deliberation #2
	September 12, 2009 Professional Development Session #1 (Bloomington)				January 30, 2010 Professional Development Session #2 (Bloomington)
	September 17, 2009 Professional Development Session #1 (Evansville)				
Lithuania	2009-2010 Student/ Teacher SAC Training at Vilnius Pedagogical University	October 29, 2009 Student Videoconference #1 (Lithuania/Fairfax County, VA)		December 2009 – Classroom Deliberation #1 December 2, 2009 Student Videoconference #2 (Lithuania/Los Angeles)	January 2010 – Classroom Deliberation #2
Los Angeles	September – October 2009 Classroom Deliberation #1 September 9, 2009 Professional	October 28, 2009 Student Videoconference #1		December 2009 Classroom Deliberation #2 December 2, 2009 Student	
	Development Session #1			Videoconference #2 (Los Angeles/)	

				Lithuania)	
Macedonia	August 25, 2009 Professional Development Session #1	October 10-20, 2009 Classroom Deliberation #1 October 2, 2009 Professional Development Session #2 October 16-24, 2009 Teacher Exchange (Macedonia to Indiana) October 20, 2009 Student Videoconference #1	November 13, 2009 Student Videoconference #2 November 19, 2009 Professional Development Session #3	December 1-20, 2009 Classroom Deliberation #2	January 26, 2010 Professional Development Session #4
Maryland	August 19, 2009 Professional development session for teachers new to the project August 20, 2009 Professional Development Session #1	October 27-29, 2009 Classroom Deliberation (Bullis) October 12, 2009 Technology Professional Development Session for teachers new to the project	November 3-4, 2009 Classroom Deliberation (Sherwood High School) November 5, 2009 Classroom Deliberation (Sherwood High School) November 12, 2009 Classroom Deliberation (Blake High School)	December 3, 2009 Professional Development Session #2	
New Jersey	September 21, 2009 Professional Development Session	October 2009 Classroom Deliberation #1			January 14, 2010 Student Videoconference #1

	#1				
Romania	September 2, 2009 Professional Development Session #1	October –November 2009 Classroom Deliberation #1	November 2009 – DID Student Conference November 2009 – March 2010 Classroom Deliberation #2 November 14, 2009 Professional Development Session #2	December 2009 – DID Student Conference December 4, 2009 Deputy Principal SAC Training	January 2010 – March 2010 Classroom Deliberation #3 January 16, 2010 Professional Development Session #3 January 20, 2010 SAC Conference for Non-DID students January 21, 2010 Special Professional Development Conference for Non-DID Social Sciences teachers January 30, 2010 – February 6, 2010 Teacher Exchange (Romania to Maryland)
Russia	NA	NA	NA	NA	NA
Serbia		October 3, 2009 Professional Development Session #1 October 20, 2009 Classroom Deliberation #1	November 28, 2009 Professional Development Session #2	December 15, 2009 Classroom Deliberation #2	

Ukraine	3 based on each individual teacher's calendar and curriculum	Development Session #1 October 9-10, 2009 Professional	November - December 2009 Classroom	December 18, 2009 DID Project	January 15, 2010 Professional
	3 based on each individual teacher's	*			
South Carolina	September 2009-May 2010 Classroom Deliberations #1, 2, and	October 2009 Professional Development Session			
S. d.	C . 1 2000 M	October 28, 2009 Student Videoconference #1			

	February	March	April	May	June-July
Azerbaijan	February - March 2010 Classroom Deliberation #2		April –May 2010 Classroom Deliberation #3	May 21, 2010 Student Conference on cyber- bullying	July 25-30, 2010 DID International Conference
Chicago	February13, 2010 Professional Development Session #3 February 23, 2010 Student Videoconference #2 (Chicago/Prague)	March 2010 Two Chicago Metro DID teachers hosted one teacher from Macedonia. March 23, 2010 Student Videoconference #3 (Chicago/Vilnius) March 25, 2010 Student Videoconference #3 (Chicago/Bogota)		May 6, 2010 Professional Development Session #4 (year-end reflection)	July 25-30, 2010 DID International Conference
Colorado	February 2010 Deliberation #2 February 17, 2010 Student Videoconference #1	March 9, 2010 Professional Development Session #4	April 2010 Deliberation #3 April 2010 Colorado Student Summit on Immigration		July 25-30, 2010 DID International Conference
Czech Republic	February - March 2010 Classroom Deliberation #3 February 2, 2010 Professional Development Session #3			May 12, 2010 National Student Conference	July 25-30, 2010 DID International Conference

Г	1		1	1	
Fairfax County, VA	February 23, 2010 Student Videoconference #2 (Prague/Chicago)				July 25-30, 2010 DID International
County, VA					Conference
Indiana	February 4, 2010 Professional Development Session #2 (Evansville) February 26, 2010 Student Videoconference #3	March 2010 – April 2010 Classroom Deliberation #3 March 13-20, 2010 Teacher Exchange (Indiana to Macedonia)	April 23, 2010 Student Videoconference #4 April 27, 2010 Professional Development Session #3		July 25-30, 2010 DID International Conference
Lithuania		March 2010 – Classroom Deliberation #3 March 23, 2010 Student Videoconference #3 (Lithuania/Chicago)	April 3, 2010 SAC methodology presented at European Conference "The Impact of Cultural and Citizenship Education on Social Cohesion"		July 25-30, 2010 DID International Conference
Los Angeles	February-March 2010 Classroom Deliberation #3 February 24, 2010 Professional Development Session #2	March 15, 2010 Student Videoconference #3 March 27-April 3, 2010 Teacher Exchange (Los Angeles to Serbia)	April 2010 Classroom Deliberation #4 April 8, 2010 Professional Development Session #3	May 12, 2010 Professional Development Session #4	July 25-30, 2010 DID International Conference
Macedonia	February 20-March 15, 2010 Classroom Deliberation #3		April 23, 2010 Student Videoconference #4	May 25-28, 2010 Teacher Exchange (Macedonia to Serbia)	July 4-6, 2010 Professional Development Session

					#5
	February 26, 2010 Student				July 25-30, 2010 DID
	Videoconference #3				International
	videocomercine 113				Conference
Maryland	February 2, 2010 Classroom Deliberation (Quince Orchard High School)	March 10, 2010 Preparation meeting for teachers going to Romania		May 18, 2010 Professional Development Session #3	July 25-30, 2010 DID International Conference
	February 5, 2010 Classroom Deliberation (Blake High School)	March 28-April 3, 2010 Teacher Exchange (Maryland to Romania)			
New Jersey	February 2010 Classroom Deliberation #2 February 12, 2010 Student Videoconference #2 (New Jersey/Ukraine) February 24, 2010 Professional Development Session #2	March 2010 Classroom Deliberation #3 March 22, 2010 Global Educators Symposium with participants from Ukraine, Hong Kong, and US. http://www.shu.edu/n ews/article/264389	April 11-17, 2010 Teacher Exchange (New Jersey to Ukraine)	May 12, 2010 Professional Development Session #3	July 25-30, 2010 DID International Conference
Romania	February 8, 2010 SAC Conference for Non- DID students	March 2010 – May 2010 Classroom Deliberation #4 March 28 – April 3, 2010 Teacher Exchange (Maryland to Romania)		May 2010 Romanian students participated in an evaluation meeting with Bebs Chorak May 14-16, 2010 Professional	July 25-30, 2010 DID International Conference August 2010 Good Practice Guide will be published

				Development Session #4	
Russia	NA	NA	NA	NA	NA
Serbia	February 6, 2010 Professional Development Session #3	March 9, 2010 Classroom Deliberation #3 March 15, 2010 Student Videoconference #2	April 3-11, 2010 Teacher Exchange (Serbia to Los Angeles)	May 24-17, 2010 Civic Initiatives hosted a reflection session at the American Corner which included Serbian and Macedonian DID teachers and Serbian students.	July 25-30, 2010 DID International Conference
South Carolina	February 25, 2010 Professional Development Session #2				June 16, 2010 Professional Development Session #3 July 25-30, 2010 Hosts of DID International Conference
Ukraine	February 1-14, 2010 Classroom Deliberation #2 February 12, 2010 Student Videoconference #2 (Ukraine/New Jersey)	March 12, 2010 DID Project Dissemination meeting with Kiev media teachers March 15, 2010 Professional Development Session #3 March 18-30, 2010 Classroom Deliberation #3 March 20-March 27,	April 20, 2010 DID Project Dissemination meeting with Kiev school principals		July 25-30, 2010 DID International Conference

	2010 Teacher Exchange		
	(Ukraine to New Jersey)		