THE EXPANDING DELIBERATING IN A DEMOCRACY (DID) PROJECT

EVALUATION REPORT: YEAR 1

PROJECT NARRATIVE

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August 14, 2008

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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, teleconferences between partner sites, and teacher exchanges.

This evaluation report focuses on Year One of the *Expanding DID Project,* during which participants included teachers and students at three European (Macedonia, Romania, Ukraine) and three U.S. (Indiana, Maryland, New Jersey) sites.

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

> *57 teachers participated in the professional development workshops to learn a model of deliberation, the Structured Academic Controversy (SAC).*
>
> *Over 96% of the teachers rated the workshops effective in terms of content, materials, and pedagogy.*
>
> *98% of teachers indicated they would continue to use deliberation in their classrooms during and after their participation in the project.*
>
> *Over 1,810 students participated in at least three deliberations on public issues as part of the DID Project.*
>
> *Over 80% of the students "agreed" or "strongly agreed" that the deliberations increased their understanding of the issues, and that they "learned a lot" from the process.*
>
> *Over 75% of the students reported a greater ability to state their opinions, and 71% said they developed more confidence in talking about public issues.*
>
> *All of the teachers reported that "almost all" of their students engaged in critical thinking during the deliberations, and that the process helped students to develop a better understanding of issues.*
>
> *Less than half (46%) of students reported participating in the online interactions with students from other countries on the Discussion Board. Teachers indicated that the online exchanges enhanced students' intercultural communication skills.*
>
> *Approximately 100 students took part in teleconferences with students from their partner site. Teachers reported that the experience of seeing and talking with students from other countries was invaluable to their students.*

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

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

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

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

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

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

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

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

Overview of the Project

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

The *Expanding DID Project* is an extension of the original *DID Project*, initiated in 2004-05. The original *DID Project*, currently concluding its fourth year, presently includes the following sites: the European sites of Azerbaijan; the Czech Republic; Estonia; Kaluga, Russia; Lithuania; Moscow, Russia; Serbia; and the U.S. sites of Chicago; Columbia, South Carolina; Denver; Fairfax County (Virginia); and Los Angeles. The *Expanding DID Project* involves three European countries (Macedonia, Romania, Ukraine) and three sites in the United States (Indiana, Maryland, New Jersey). This report focuses on Year One (2007-08) of the *Expanding DID Project,* but occasionally references will be made to the original project.

Overview of the Evaluation

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

1. *Participants' Reactions to Training:* How satisfied are the teachers with the professional development experiences?

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

2. *Participants' Learning:* Did teachers deepen their content and pedagogical knowledge as a result of professional development activities?

3. *Organizational Support and Change:* What support was provided for project teachers?

4. *Participants' Use of New Knowledge and Skills:* Are the goals and objectives of the professional development experience reflected in teachers' practices?

5. *Student Learning Outcomes:* Are the goals and objectives of the professional development experience reflected in student learning?

6. *Implementation Fidelity:* To what degree did the *Deliberating in a Democracy Project* achieve its stated outcomes?

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

Each of the sites was visited at the conclusion of the school year. Student focus groups were conducted; school administrators, teachers, and site coordinators were interviewed; and classrooms were observed (see Table 1). At all six sites, written surveys of student knowledge, attitudes, and perceptions were completed at the beginning of the school portion of the project (September 2007—January 2008), and again toward the conclusion of the school year (April/May/June 2008). Teachers at all sites were surveyed at the end of the school year.

Table 1. Frequency of Data Collection at Sites

Sites	Student Focus Groups	Teacher Interviews	Administrator Interviews	Classroom Observations
Indiana	3	3	2	3
Macedonia	3	3	3	3
Maryland	3	3	2	3
New Jersey	3	3	2	2
Romania	3	3	4	3
Ukraine	3	3	2	2
Total	18	18	15	16

Project Description

Chronology of Events

This section provides the reader with a broad overview of the sequence of major events associated with the *DID Project* in 2007-2008.

Summer 2007

The summer meeting for all sites participating in the 2007-2008 *Deliberating in a Democracy Project* and the *Expanding Deliberating in a Democracy Project* took place in Bucharest, Romania, from July 12– 16, 2007. There were 34 persons attending the meeting.

Participant outcomes identified for the meeting were as follows:

➢ Be able to plan their DID programs for 2007-2008 using the 2006-2007 evaluation information and the expectations for 2007-2008.
➢ Be able to select lessons, issues and focus questions for consideration at their site in 2007-2008.
➢ Be able to plan appropriate staff development sessions for new and experienced teachers so that teachers will be able to use both the materials and the SAC method effectively with their students and keep their students engaged. (a minimum of 8 teachers per site)
➢ Be able to link the selected lessons to concrete examples at their sites.
➢ Have new ideas on how to enhance the use of the Discussion Board including ways to share more information on what is happening at their site that relates to the issues under deliberation.
➢ Understand ways to enhance DID by incorporating teleconferences, student conferences, expert resource people, simulations, and/or service learning projects.
➢ Be prepared to work closely with their partner sites, including exchanges.
➢ Understand and be willing to participate in the 2007-2008 evaluation.

September 2007 – June 2008

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

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

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

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

Table 2. Issues Deliberated at Project Sites[a]

Issues	European Sites			U.S. Sites		
	Macedonia	Romania	Ukraine	Indiana	Maryland	New Jersey
Bush Doctrine						
Cloning		X				
Compulsory Voting	X	X	X	X	X	
Cyber Bullying						
Domestic Violence		X				
Educating Non-citizens					X	
Euthanasia						
Free and Independent Press						
Freedom of Expression	X	X	X	X	X	X
Freedom of Movement						
Global Climate Change	X			X		X
Globalization and Fair Trade						
Juvenile Offenders			X			
Minorities in a Democracy						
National Service						
Public Demonstrations						
Recycling		X				
Violent Video Games		X	X		X	X
Youth Curfew						
Other						

[a]The exact wording of the issue questions can be found in Appendix A.

Table 3. Number of Teachers Participating in Teacher Exchange by Site

Site	Teachers (n)
Macedonia	4
Romania	5
Ukraine	3
Indiana	4
Maryland	5
New Jersey	3
TOTAL	24

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

Finally, four of the sites participated in one or more teleconferences during the school year. Teleconferences lasted approximately one hour, during which students exchanged ideas on a range of topics. Table 4 shows the approximate number of students who participated in the teleconferences at each site, as well as the number of teleconferences held with partner countries.

Table 4. Number of Teleconferences and Approximate Number of Participating Students by Site[a]

Site	Number of Teleconferences	Students (n)
Macedonia	1	16
Romania	0	0
Ukraine	3	42
Indiana	1	22
Maryland	0	0
New Jersey	2	16
TOTAL	7	96

[a]The Romanian schools did not have access to the technology necessary for teleconferences; thus, such exchanges could not take place between Romania and Maryland. One conference was conducted via Skype.

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

Teachers and Students

Fifty-seven (57) secondary teachers from four countries at six sites participated in the *Expanding DID Project.* Table 5 provides relevant demographic data about the teachers.

Table 5. Teacher Demographics by Site[a]

Site	Teachers N (%)		Mean Years of Teaching Experience (Range)	Sex	
	N	%		F	M
Macedonia	8	14.0	18.88 (9-34)	8	0
Romania	10	17.5	4.70 (4-12)	9	1
Ukraine	11	19.3	18.60 (1-31)	9	2
Indiana	8	14.0	6.38 (1-15)	4	4
Maryland[b]	10	17.5	12.80 (3-31)	6	4
New Jersey[c]	10	17.5	8.10 (4-22)	5	5
TOTAL	**57**	**100%**	**11.50 (1-34)**	**41**	**16**

[a]Teacher data included in this table reflect only those teachers who completed the DID Teacher Survey in Spring 2008, and completed the project throughout the year. Four 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.
[b]Missing one female teacher survey.
[c]Missing one male teacher survey.

Each teacher chose one class (a "target class") to participate in the evaluation component of the *Expanding DID Project;* the students in the target classes participated in a minimum of three deliberations. Table 6 provides information about the demographics of these students.

Over 50% of teachers chose to use deliberation in more than one of their classes. Figure 1 shows the number of classes in which deliberations were conducted, regardless of whether these classes took part in the formal evaluation process (student surveys, focus groups). Although we do not collect survey and interview data from these additional classes, we estimate from teacher reports that 1,869 students participated in at least one deliberation exercise as a result of the *Expanding DID Project.*

Table 6. Student Demographics by Site (N = 1,811)[a]

Site	Number of Students	Mean Age of Students (Range)	Sex[b]	
			F	M
Macedonia	150	15.6 (13-17)	93	54
Romania	391	16.3 (11-18)	207	181
Ukraine	248	14.7 (11-22)	113	133
Indiana	283	16.0 (14-18)	137	144
Maryland	404	15.8 (11-18)	198	205
New Jersey	335	15.3 (14-18)	174	159
TOTAL	**1,811**	**15.6 (11-22)**	**922**	**876**

[a]This number reflects the number of students who completed either the pre-survey or the post-survey. Readers will note that the number of students in subsequent tables, most of which reflect post-survey data, is substantially less. This reflects, in part, teachers neglecting to administer the post-survey, as well as general student attrition from the beginning to the end of the school year. On the teacher survey, DID teachers estimated that 1,869 students participated in at least one deliberation.
[b]The total number of students is more than the number of students who identified themselves on the questionnaire as male or female, because some students chose not to indicate their sex.

Figure 1. Number of Classes in which Deliberations Took Place by Site

14
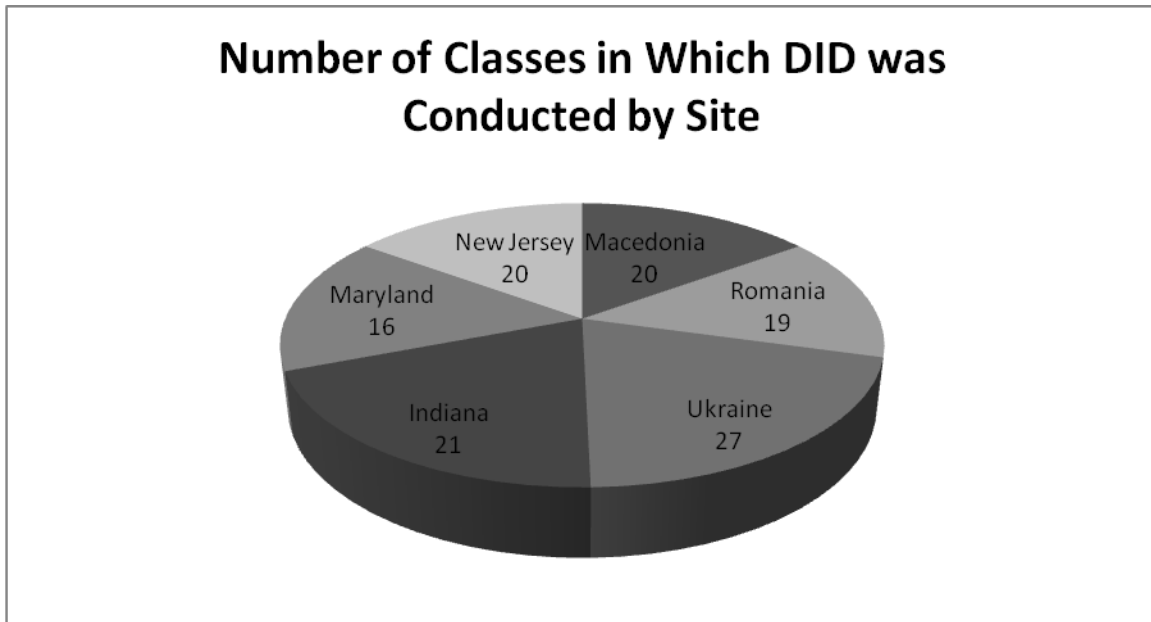
Table 7 shows the school subjects in which the deliberations were conducted. Over 60% of the deliberations took place in history, social science, English language, and extracurricular classes. All of the extracurricular classes were in Romania and Macedonia, and the majority of English language classes were in the European countries.

Table 7. Number of Classes in which Deliberations were Conducted, by Subject Area

School Subject	ROM	MAC	UKR	IN	MD	NJ	TOTAL
English Language	2	2	4		2		10
Extra-Curricular	6	5					11
Geography	1			2		1	4
Government/ Civics				2	4		6
History				5		6	11
Homeroom		3					3
Humanities	1		1				2
Law			4				4
Science					1		1
Social Science		1		1	4	5	11
Other	2	4				1	6

Summary:

The *Expanding DID Project* involves six sites in four countries. Fifty-seven teachers and over 1800 students participated in the project in 2007-08. The core of the project involves classroom deliberations in which students consider current social and political issues. Other components of the project include the online Discussion Board for teachers and students, teleconferences between partner sites, and teacher exchanges.

The Professional Development Experiences

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

Staff Development Workshops

A minimum of three formal staff development workshops took place at each site. The total amount of time devoted to formal staff development ranged from 17 to 40 hours, with an average of 24.2 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.

Table 8. Number of Hours of Formal Staff Development by Site

Site	Hours of Formal Staff Development
Macedonia	18
Romania	40
Ukraine	28
Indiana	20
Maryland	22
New Jersey	17
Total hours	**145** **(average= 24.2 hours)**

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

Table 9 presents teachers' responses to survey items about the quality of the professional development experiences. Teachers were overwhelmingly positive about their experiences in the teacher workshops.

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

Teachers identified two areas associated with the *Expanding DID Project* that were of particularly high quality: (1) the resources available to them in terms of curriculum materials, Site Coordinators' support, and other teachers' expertise; and (2) the structure and content of the workshops.

Table 9. Teacher Responses to Survey Items Related to Quality of Professional Development Experiences
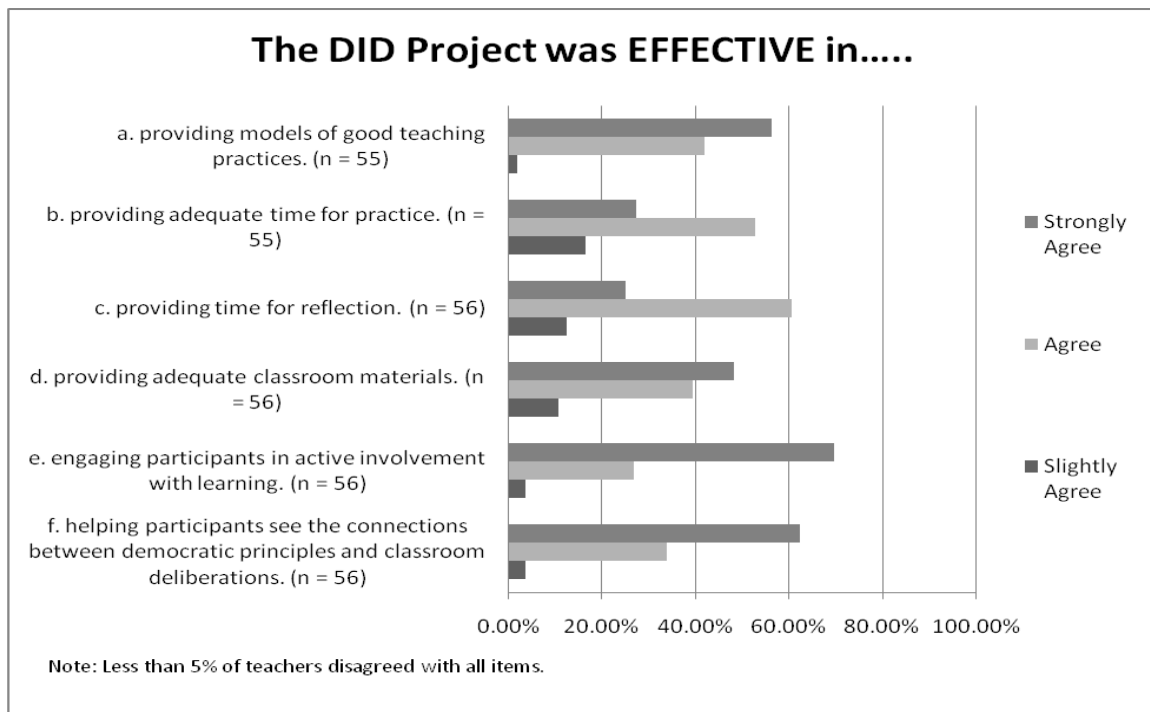
Resources

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

> *The readings were such that they challenged the students, but were very understandable. The students complained on a few that they were too lengthy, but other than that - they really enjoyed the topics. (teacher, Indiana, survey)*

A teacher in New Jersey was asked in an interview: "How helpful were the curriculum and teaching materials?" The teacher's response focused on the material's accessibility and ease of use:

> *I think that it made it easier in the sense that you didn't have to do…You know you might have been competent on a basic level on the knowledge of the material, but for us to take a program and add it into our curriculum with the constraints that we have, having all the materials sort of pre-packaged and there for you to go with, was very helpful. There were additional resources available at the end of each lesson session which at times, I was able to use. (teacher, New Jersey, interview)*

A teacher from Indiana, asked the same question, focused on the quality of the *Expanding DID* curriculum material, and the students' reaction to the readings:

> *[The DID curriculum materials] They are excellent, the readings. They're well researched, they're balanced, The kids…I teach honors level, so it's right at their level….They really like how it pulls from all over the globe. (teacher, Indiana, interview)*

Site coordinators. The teachers appreciated the expertise and support offered by their Site Coordinator(s). A teacher from Maryland wrote: "The DID staff were all knowledgeable and caring instructors who treated us as intelligent professionals and helped us overcome problems as they arose."

Other teachers. Teachers, whose jobs are often characterized by isolation from one another, seemed to genuinely appreciate the time to reflect on their experiences with other teachers in the DID Project during the professional development workshops. In interviews, teachers were asked "How helpful were your discussions with other teachers [at the professional development workshops]?" Typical responses include the following:

I think we have a good group of teachers participating in the project. And I thought it very helpful to talk to them about their experiences with that and to get ideas and strategies. Because in the beginning…the first time you do it, you're kind of…you're going through this and it seems a little overwhelming. But to talk to other people who are actually going through the same thing and that and you hear what they have to say, I thought it was really helpful. (teacher, Maryland, interview)

And it was great to have five other people tell me what they did to get the kids motivated and into it, rather than just trying to come up with it on your own. (teacher, Indiana, interview)

Anytime you're in a collaborative experience where you're working with people or you go through the same thing in any facet of life, it makes things a lot easier because you see some similarities in the struggles that you're having. It also was helpful because some people you know explained different techniques that they used to sort of enhance their process. (teacher, New Jersey, interview)

[The discussions with other teachers] were very helpful because I have different problems, they have different problems, and together we can solve…I mean two heads or more heads could give some good answers instead of one head. So I think a teach means a lot in this project. (teacher, Romania, interview)

Structure and Content of the Workshops

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

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

[The Site Coordinators] went through the process of deliberation with us. We practiced doing a deliberation and it was very thorough, excellent. Everything was very, very well done. (teacher, Maryland, interview)

Being that we had to go through the deliberation process ourselves, it differed from other professional development experiences because those professional development experiences are all strategy-based. And you know you could talk theoretically about strategy, but you don't get a chance to practice it. And so that's why I thought these meetings were particularly important because you got to work on strategy, but you're also working on the same material that your students were, so that…You know until you go through something firsthand, you don't really understand it; you don't understand the intricacies of it and what these students are going to experience. (teacher, New Jersey, interview)

This project that took place over a longer period of time, gave us enough time to reflect on what we taught in class, on our weaknesses and strengths. (teacher, Romania, survey)

We were practicing [the deliberations] as students…in the role of students who are participating in this discussion…the discussion itself requires changing positions.

Besides, during our workshop, we had to change our role or our position in a different dimension. We were students and then we were teachers. And overlapping of these two changes helped us to realize how students feel in such situations. And, consequently, it helped us to refine our skills in certain issues and practice an exercise. That's why our evaluation of this workshop can be only positive and, but for this workshop, we wouldn't have been able to implement this teaching method successful. (teacher, Ukraine, interview)

Suggestions for Improving the Professional Development Workshops

When asked for suggestions on how to improve the professional development workshops, there were few consistent responses across sites (on the survey, the majority of teachers offered no suggestions). However, teachers from the European sites expressed a desire for topics more relevant to their local and national experiences.

The topics should be more about the problems of each participating country. At least the questions to be more about us. (teacher, Romania, survey)

Some of the topics are not interesting and actual for our country. (teacher, Ukraine, survey)

The examples that are given [in the DID curriculum materials] are mostly from the countries that are not around us. So the children didn't have to say anything about that because they didn't know what to say….We should have a chance to give some other materials to the students; I mean to find something that is more ordinary for them, something that they do want to talk about. For example, the previous session was about the Global Climate Change…We have problem of pollution. So the students ask the teacher why not to talk about our problem that is very big. Why to talk, for example, about somewhere in the world? So probably it will be good to bring some materials that are connected with our society, for our environment or for the countries that are our neighbors, for example, because they are more familiar with that. (teacher, Macedonia, interview)

[The teachers] had problems with the texts because there is very few information on Romanian situation, experience. And the children need that kind of information in order to keep them motivated. (teacher, Romania, interview)

Maryland and New Jersey teachers thought the scheduling of the workshops might require more attention (though one teacher in Maryland acknowledged in an interview that the problem is basically insurmountable because of the very busy schedules of the teachers). However, for the most part, teachers' suggestions were limited and idiosyncratic.

Teacher Exchanges

On the teacher survey, teachers responded to the question: "How effective was the Teacher Exchange component of the *Expanding DID Project*?" Teachers were overwhelmingly positive about the teacher exchange experience, as shown in Table 10.

Eighty-four percent (84%) of the teachers described the teacher exchange experience as "effective" or "very effective."

Table 10. Teacher Perceptions of the Effectiveness of the Teacher Exchange (N = 50)

Item:	VI %	I %	si %	se %	E %	VE %
How effective was the teacher exchange?[a]	14.0% [b]	0%	0%	2.0%	24.0%	60.0%

Note: VI = Very Ineffective, I = Ineffective, si = Slightly Ineffective, se = Slightly Effective, E = Effective, VE = Very Effective
[a]Teachers were asked to respond to the question either as a traveler and/or as part of the reception of partnering teachers.
[b]We question the accuracy of the 14% responding "Very Ineffective." Although the teachers checked "Very Ineffective," they wrote very positive comments about the teacher exchange, leading us to suspect that they selected the response by mistake.

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

I think teacher exchange offers opportunity to learn about another country especially how the educational system works, get to know teachers from other country and how they live. This exchange offers opportunity to learn from each other. (Macedonian teacher, survey)

To be a part of another culture, to see deliberations and to communicate effectively with different teachers and the project's topics. (Romanian teacher, survey)

Changing of stereotypes in communication with our colleagues. (Ukrainian teacher, survey)

The most meaningful? I think visiting the schools and seeing how their schools run and how other teachers ran the DID program, specifically because we were (laughter) teaching the same thing essentially and to see how other people would do it was really helpful to me. (New Jersey teacher, interview)

As a traveler: meeting with the teachers and students, seeing first-hand an emerging democracy, and sharing what I learned with my students. As a host: showing the visiting teachers my community and school, having them visit my classroom to talk with my students, having them observe my class when I was teaching. (Indiana teacher, survey)

The most meaningful part of the trip was meeting the teachers and students in Romania and observing their educational system. Also talking with all about a democratic government. Systems do not change immediately and they should not become discouraged if there are missteps. (Maryland teacher, survey)

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

I think it was outstanding the only thing I would change would be to add more time. (Indiana teacher, survey)

More down time would be helpful. I think it is a busy trip and it should be because there is so much to see, but there are some things that could be eliminated. I think there should be at least two free evenings or afternoons for the travelers. (Maryland teacher, survey)

I think it'd be cool if teachers had to teach each other's classes a little bit or do…like I would have to do a DID there and they did a DID here, maybe not start like a lesson plan that's random, but…or co-teach. Maybe not all totally do the lesson on your own, but like if my partner school came here and got some time to co-teach with me. (New Jersey, survey)

To make them longer. (Ukraine teacher, interview)

If the time weren't that short, it would have been better because they could have time for…Well, not to run between schools and home and things like that, but be at ease, feel at ease to go shopping, to exchange culture, experiences, and to share whatever they like, like their hobbies, or ya' know to have more time together. (Romania teacher, interview)

The possibility of longer visits and includes more students in the visit. (Macedonian teacher, interview)

Teachers from almost every site mentioned that they would have liked more time to talk with each other and with students, and would have appreciated less scheduled time during the exchanges. Teachers from several sites mentioned that it would be advantageous if students could go on the exchanges.

Summary:

Teachers reported a very high level of satisfaction with the two major professional development experiences, the workshops and the teacher exchanges. They found the workshops to be well organized, interactive, and purposeful. The ongoing support they received from Site Coordinators and teacher colleagues was critical to the teachers' success in the classroom. A major recommendation from the European teachers is that the curriculum materials include more content from their locales. The teacher exchanges appear to be providing multiple opportunities for teachers to enhance their worldviews as well as their thinking about pedagogy. Teachers recommend that more time be devoted to talking with students during the exchanges, and that at some point, students participate in the exchanges.

Impact on Teachers' Content and Pedagogical Knowledge

The second primary evaluation question is: "Did teachers deepen their content and pedagogical knowledge as a result of professional development activities?" As shown in Table 11, all teachers (100%) indicated they developed sufficient skill through the *Expanding DID Project* to conduct effective deliberations in their classrooms. Further, all teachers (100%) reported that their involvement in the project had deepened their understanding of democracy.

Table 11. Teacher Perceptions of their Skills and Understanding (N = 54)

Items:	SD	D	sd	sa	A	SA
a. After my involvement in this project, I have enough skill to conduct effective deliberations in my classroom.	0%	0%	0%	5.6%	48.1%	46.3%
b. My participation in this project has deepened my understanding of democracy.	0%	0%	0%	9.3%	38.9%	51.9%

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

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

> *Her opinion is that she listens to them more now (laughter). And then she expresses her opinion. So that is the thing she learned from the deliberating process. (Macedonian teacher, interview)*
>
> *I learned how to be more attentive with the problems of those around me. I have learned that the problems are not only ours, but everyone- everybody everywhere have problems. And it's definitely better to identify the problems [and] find solutions in cooperation rather than complaining or sighing, sitting and waiting for somebody to solve the problem for you (laughter). (Romanian teacher, interview)*
>
> *What's important for me is to master new forms of group activities, which I did. I learned new methods of facilitating the reaching of consensus area, although not agreement. This was really helpful for me. (Ukrainian teacher, interview)*

Listening skills. I think too often as teachers, we feel like we need to be the bearers of information, which is extremely important ya' know, that's what we're here for. But you learn a lot when you listen. And I've always been a good listener outside of the classroom, but sometimes I wonder how much am I listening to what they're actually saying. So I think this has helped me to listen to what they're saying. (Indiana teacher, interview)

Well, I think that I learned more about just being able to improve discussion in my classroom, ya' know have more meaningful, structured way of having discussion and developing ya' know critical thinking and analysis in my students, something in terms of… Cuz' ya' know having a structured discussion like that, I've never done that before, so I think that really was valuable. (Maryland teacher, interview)

I feel like the knowledge that I gained was in terms of pedagogy and the process really helped me reevaluate my students' needs, with this class specifically. And I know that sounds completely lame, but ya' know I always like to think that I respond well to students' needs. And I felt like I wasn't meeting them until this process came…this process really saved my life, especially with this one class. (New Jersey, teacher, interview)

Summary:

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

Sources of Support for Teachers

In order to address the third evaluation question (What support was provided for *Expanding DID Project* participants?), teachers were asked "What support for implementing deliberation was most helpful to you?" in an open-ended survey item. Teachers were most likely to mention the Site Coordinators and discussion/collaboration with colleagues. Teachers also noted, although less frequently, school administrators, professional development workshops, and *Expanding DID Project* curriculum materials. Following are some representative comments:

> *The support from the project, especially the Romanian project coordinator. (Romanian teacher, survey)*
>
> *Support from the coordinators, from other teachers at staff development seminars, communicating with the teachers via DID web-site. (Ukrainian teacher, survey).*
>
> *The most helpful support came from practicing the deliberations during the professional development. (Indiana teacher, survey).*
>
> *The clarity of the goals set forth by the coordinators and the effective support from others in our school who have used the deliberation format. (Maryland teacher, survey).*

Table 12 summarizes the responses from teachers on the open-ended survey item.

Table12. Sources of Support Most Helpful to Teachers in Implementing Deliberations (N = 49)

Source of Support	N	%[a]
Site Coordinator	30	61
Other Teachers	16	33
Workshops	7	14
Project Materials	7	14
School Administration	6	12
Their students	5	10
On-line	3	6

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

It was apparent from interview and survey responses that the success of the project rests not with one source of support, but with multiple sources of support.

We conducted 15 interviews with administrators across the sites, and found overwhelming support for the project. Administrators were often key to facilitating

flexible scheduling for teleconferences (e.g., teacher and student absences from regular classes), and ensuring that teachers were able to attend staff development sessions. European administrators seemed to take particular interest in the various aspects of the *Enhancing DID Project*, and viewed it as a source of pride for their school and communities.

Summary:

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

Teachers' Practices

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

Classroom Deliberations

Responses from teachers and students indicated that 89% (51 of 57) conducted a minimum of three deliberations in their classrooms. The Evaluation Team observed at least two class deliberations at each of the sites visited.

The chart shown in Table 13 includes observations of *DID Project* and *Expanding DID Project* sites in order to allow readers to see patterns across the data. As shown in the table, our observations indicated that most of the teachers were implementing most of the steps in the deliberation process. With regard to Step 1, some teachers chose not to review the rules of the deliberation. For Step 7 (Reversing Positions), some teachers disregarded this step altogether, or asked students who were presenting a particular position to share their most compelling reason with the whole class (instead of having students on the opposite side present the most compelling reason). Thus, students were not asked to purposefully think about the opposing viewpoint.

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

Table 13. Classroom Observations of Deliberations

● = procedure observed   ○ = procedure not observed   ◐ = procedure partially observed   NA = not applicable/observer not in room

DID Structured Academic Controversy Lesson Procedures Matrix																						
Procedure/Site	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22
Step 1: Introduction	NA	●	●	●	◐	●	◐	◐	●	○	◐	●	NA	●	◐	◐	◐	●	●	●	●	●
Step 2: Reading the Article	NA	●	●	●	●	●	●	◐	●	●	●	●	NA	NA	●	●	●	●	●	●	NA	NA
Step 3: Grouping	●	●	●	●	●	●	●	◐	◐	●	●	●	NA	◐	●	●	●	●	●	●	●	●
Step 4: Introducing the Deliberation Question	●	●	●	●	●	●	●	●	◐	●	◐	●	NA	●	◐	◐	●	●	●	●	●	●
Step 5: Learning the Reasons	●	●	●	●	●	●	●	◐	●	●	●	●	NA	◐	●	●	●	●	●	●	●	●
Step 6: Presenting the Most Compelling Reasons	●	●	●	●	●	●	●	◐	◐	●	●	●	NA	●	●	●	●	◐	●	●	●	●
Step 7: Reversing Positions	●	●	●	●	◐	●	○	○	○	●	○	●	NA	◐	●	●	●	○	●	●	●	●
Step 8: Deliberating the Question	●	●	●	●	●	●	●	●	●	◐	◐	◐	NA	◐	◐	◐	◐	○	●	●	●	●
Step 9: Debriefing the Deliberation	●	●	●	◐	●	●	◐	●	◐	NA	●	●	●	◐	●	●	●	◐	●	●	●	●
Step 10: Student Poll/Reflection	●	●	●	●	●	●	●	●	●	NA	●	◐	○	○	●	●	◐	●	◐	●	NA	●

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Overall, however, there was a very high level of fidelity to the deliberation process as presented in the professional development workshops. And in all classes, most of the students, most of the time, were highly engaged in thinking about complex social and political issues. They articulated positions, considered alternative perspectives, and reviewed evidence.

On the written questionnaire, teachers were asked: "What difficulties in implementing deliberation did you encounter?" Table 14 shows the categories of responses mentioned by more than one teacher.

Table 14. Difficulties Encountered by Teachers in Implementing Deliberations (N = 50)

Difficulty in Implementing Deliberations	N	%[a]
Time/curriculum constraints	15	30
No Response	8	16
Prompting/maintaining student interest	6	12
Access to technology	4	8
Students wanted to debate	4	8
Students listening to each other	3	6
Lack of space	3	6
Time management during deliberations	3	6
Students' age/maturity	3	6
Difficult Text/Vocabulary/English	3	6
I had no difficulties	2	4
Started program late	2	4
Scheduling	2	4
Discussion methodology	2	4
Student absences	2	4

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

Teachers in the United States and Europe reported encountering similar difficulties implementing the deliberations, with lack of time being common across sites. Although teachers in both Europe and the United States reported receiving support (Table 12), a difference between European and U.S. teachers is that European teachers were more likely to report ways in which they overcame difficulties.

> *My students had problem listening [to] other students talking, we spent a lot of time practice listening. My students learned to pay attention and lead deliberating discussions. (Macedonian teacher, survey)*

> *Difficulties with time-management at first, which were overcome with practice, difficulties with "not-deep-enough" discussions and arguments of my students-*

more motivating topics and materials helped here, lack of knowledge of the subject- additional reading. (Ukrainian teacher, survey)

The lack of support in our school was successfully overcome with the help of our project coordinator and because I didn't give in to the hostile attitudes. (Romanian teacher, survey)

Although the majority of teachers in both Europe and the United States reported being able to successfully complete the deliberations in their classrooms, some of the common issues that arose included a lack of connection to the curriculum, time constraints, and issues related to student attitudes and/or skills.

Well, on the first session me and my colleagues had a pre-session before Tula and Loreta came here to relate the session because, without that, they should have some more time to read the text. It's not enough for one hour and a half to do all of the stages that we should do in this process. (Macedonian teacher, interview)

So the issue itself is topical, it is timely. But the text was written in a complicated way and difficult for children to understand. Therefore, the next text and topic of Juvenile Offenders or Violence in Video Games [was] presented in a most simplified way and more accessible for children. (Ukrainian teacher, interview)

Well, ideally, if there was more time, I'd do every single step 'cuz I think that they're all there for good reason. But I…since…I've never had time to get it…to do the entire thing, every single step. (Maryland teacher, interview)

I can definitely do more. I don't feel that they're a good fit for my curriculum 'cuz I teach Global Studies and World History. And so most of the topics don't really fall into any of my time periods or really anything that I would normally cover, I mean in Global Studies, a little more. But definitely not with the AP World History which is, I think, the class George wanted me to do this with 'cuz they were seniors and they were higher-level. But…I mean it's an AP class. I have to get through the college boards, so it just didn't work. (New Jersey teacher, interview)

Of course, it doesn't fit perfectly, but still we do allocate time for it. Because as a teacher of English, I'm all for students reading text, assigning English texts and to give their own opinions, points of view, in English, and to write, like discussion board in English. So it's very useful and it's very important for them. (Ukrainian teacher, interview)

Perhaps the best indicator of the teachers' support for deliberation as a teaching methodology is their indication that they will continue using deliberation in their classroom regardless of whether they are connected to the project in the future. As shown in Table 15, ninety-eight percent (98%) of the teachers agreed at some level with the statement: "Because of my involvement in this project, I will continue using deliberation in my classroom in the coming years."

Table 15. Teachers' Belief They will Continue to Use Deliberation (N = 54)

Item:	SD	D	sd	sa	A	SA
Because of my involvement in this project, I will continue using deliberation in my classroom in the coming years.	0%	0%	1.9%	5.6%	27.8%	64.8%

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

Discussion Board: Teachers Section

Two areas of the Discussion Board allotted space for teacher-to-teacher communication: the Teachers Only section of the main board and the Teachers Only forums within the site partnerships sections. The Teachers Only section of the Discussion Board provided a forum for all teachers. There was also a Teachers Only forum within each specific partnership section of the discussion board. Table 16 lists the forums, the number of topics within each forum, and the total replies to all topics within each forum. The Romania/Montgomery County, Maryland partnership used their Teachers Only forum most often, followed by Ukraine/North Jersey. Macedonia/Indiana did not participate on the DID Discussion Board, but attempted an alternative format that proved less than successful.

Table 16. Teacher Only Forums

Forum	Topics	Replies
All Teachers Forum	6	21
Macedonia/Indiana	0	0
Romania/Maryland	4	34
Ukraine/New Jersey	7	22

Within the All Teachers Forum, the topics that generated a higher number of responses included: Introductions (9 replies), in which teachers wrote a paragraph about themselves and what they hoped to get out of their *Expanding DID Project* experience and Effective Small Groups (4 replies), in which there was a discussion about how best to organize students into small groups. There were four other topics in this forum that all generated two replies each, which were often not related to the designated topic.

Summary

Overall, teachers were successful in conducting the Structured Academic Controversy (SAC), though time constraints and other obstacles continue to prevent some teachers from fully implementing the process. Importantly, the vast majority of teachers indicated that they would continue using the deliberations, and many noted that they

wanted to improve their use of this teaching method. While the teachers did use and appreciate the deliberations, it appears that they did not find the Teachers Section of the Discussion Board very helpful or useful.

Student Learning

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

Classroom Deliberations
Students' Perceptions of the Classroom Deliberations: Focus Groups
In focus groups, students were asked four questions about the deliberations:

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

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

Knowledge:
I've learned a lot about subjects that I didn't even know existed, like the deliberation today. I didn't even…I'd never even heard of cap and trade systems, and my opinions have been changes by the deliberations because I learned more about the subjects. (Indiana student, focus group)

I want to say about politics and global warming. We heard a lot of new things. Now we know more about the issues about some new things. (Macedonian student, focus group)

Expression of Opinions:
Honestly this whole deliberation thing has been pretty good for me because I don't keep up with current events as much as I should. And these discussions ya' know give me information and the pros and cons of it and I can actually make an opinion on it and I won't look so ignorant (laughter) to other people 'cuz I actually have a background. (Indiana student, focus group)

I think that … I think that in this class … in this project, <u>Deliberating in a Democracy</u>, we're learning to express ourselves and express our opinions and we learn to listen to other people, what they have to say and then we should make … and then we'll learn to make a conclusion about everything that is important. (Macedonian student, focus group)

And I learned better how to express myself, of course, and it was great. So I have to … I need to know how to express myself. I learned to talk about the idea, to express your ideas, not against the person who said something, but against the idea. (Romanian student, focus group)

And I could say on behalf of the whole class that people do like these deliberations. And I like them personally because they teach us to express our opinions and thoughts and to engage in the development of civic society. (Ukrainian student, focus group)

<u>Perspective-taking Skills:</u>
I got a new view on a couple of the subjects we chose that I thought I'd feel strongly one way and ended up totally changing my view on the topic. (Indiana student, focus group)

Well, first of all we learned how to look at different points of view, like on different subjects and stuff. Like it wasn't, oh, I'm going to read this one part, and that's going to be my opinion on this subject. No, like we had to, like both sides if you will to actually get all the knowledgeable facts. (male, Maryland, focus group)

It was very interesting. We had to…we were forced to argue for a specific side, regardless of what our beliefs were for each article. So, you'd see like in the beginning a certain number of people who believed one thing, and a certain number of people who believed the other. And then, by the end of the…the time we were finished with the article, you know, the opinions would be very different. (New Jersey student, focus group)

We learned to understand each other and to hear another point of mind. (Ukrainian student, focus group)

<u>Civil Discussions:</u>
Personally, I'm not very good at deliberating with people and speaking. And this has taught me to debate in a good way, a way that I'm not arguing, but I'm looking at both points and giving a good answer for it. (Indiana student, focus group)

We had to learn to basically listen to our peers, as we might not agree with something… (Maryland student, focus group)

<u>*Differences between Deliberations and Other Class Activities*</u>. Students uniformly reported that the deliberations were different from what they normally experience in school. Across focus groups in the United States, students saw the deliberations as more civil than discussions they have in other classrooms.

I think they're very different, because whenever...before, in other social studies classes, it seems like we'd always get into an argument, rather than just like us stating opinions or statements without anybody like just yelling at you, or just like laughing or something along those lines. I think it's very more like organized and well-mannered than other ones. (Indiana student, focus group)

it's more like we have a chance to listen to each other, and not as many arguments and fights over different opinions. We get to listen and see how...what other people think, and give them the chance to speak. And they also have to do the same for you, so it's a little bit of a respectful thing. Other classes, we pretty much just argue over you're right or you're wrong, or something like that. (Maryland student, focus group)

in other classes, it's usually just two sides going against each other. I guess in other history classes, there were just the two sides fighting each other, and kind of a little bit chaos. But here it was really organized how one side presented their ideas and then the other side could present their ideas. And then they'd talk about it, and it was just, I guess, a really mature way of talking about mature issues. (New Jersey student, focus group)

Across focus groups, students noted that the deliberations were about current, relevant, real-world topics. Most of them indicated that the relevant nature of the topics differs from what they normally study in school.

One difference is that in these deliberation classes we talk about serious topics, serious problems that face … that the world faces, the economics face, the politics face, and these are a little different than the usual topics, we change opinions with our own friends, with … in our hobbies, in our free time, we also then talk about our opinions. We take arguments about everything in our life, but we never talk about these serious topics. (Macedonian student, focus group)

I say that they're very different because usually we don't discuss such important problems. I don't know, like we don't discuss our rights in many classes. (Romanian student, focus group)

I think in like history classes, that you don't really touch on these kinds of things, because you're talking about history. But this is more current and something that affects more than just you and your country or where you live, and it's a lot more current and up to date with things that you might know. (Maryland student, focus group)

Changing the Deliberation Process. When asked whether they would change anything about the deliberation process, students in the United States were more likely to offer suggestions than were their European counterparts. At all three U.S. sites, students mentioned that they would like to have more time for the deliberations; students in Indiana and New Jersey specifically stated that they would like more time devoted to whole class interactions after the small group deliberations.

Although some students in Indiana and Maryland said that they did not like representing a position with which they disagreed, other students saw value in adopting positions they did not personally hold. The following excerpt from a focus group in Maryland is illustrative.

> *When we did our deliberations, like at the beginning, we were assigned kind of like a position, and you know, I was first assigned a position that I didn't really agree with. And the thing is if you're assigned one, and it's not what you agree with, you don't feel as strongly for it, and kind of…kind of…you know, defeats the purpose of you know trying to learn…you know learn the person's side. Because I would rather hear the other person's side when they truly believe in it…*
> *(Maryland student, focus group)*

> *I disagree with that. Well, not…I have a different view towards it. Like, I kind of like how you…they assign you a role even if you're not against it. Because it gives you an opportunity to think and try to look from the other person's perspective and try to understand where they're coming at and what they're trying to do.*
> *(Maryland student, focus group)*

Students from Romania and the Ukraine were noteworthy for their suggestion that an action component be added to the deliberation process.

> *We can pass from the talking part to the action, I think…What would it be for…I think on acting…to make things real? (Romanian student, focus group)*

> *There might be a follow up after the presentation and everything [we] have done together today, to start a campaign against violence, as a follow up. (Romanian student, focus group)*

> *We are doing theoretical things now. We study the resources, sources, we discuss issues which concern both the U.S.A. and the Ukraine. I would suggest applying it in practice. I mean that making some specific steps, taking measures which will help to solve these problems. (Ukrainian student, focus group)*

Goals of the Deliberation Process. In the focus groups, students were asked what they thought the goals of the deliberations were. Students from all sites, across focus groups, saw one of the major goals of the deliberations as increasing student knowledge about current social and political issues. Students from the European sites were more likely to say that the goal of the deliberations was to help them develop their own opinions, whereas students from the United States were more likely to state that one of the goals was to enhance their perspective-taking abilities.

Students from Romania were unique in highlighting political participation; they were the only students to suggest that one of the goals of the deliberations was to increase their level of political involvement.

Students' Perceptions of the Classroom Deliberations: Survey Reports

Five items on the student survey asked students about their experiences with the deliberations. Between 76-86% of the students responded that they had increased their knowledge and skills as a result of participating in the deliberations (see Table 17, items 2, 3, 4). Eighty-two percent (82%) reported that they enjoyed the deliberations, and almost three-fourths (71%) reported developing more confidence in their ability to discuss controversial issues with their peers as a result of participating in the deliberative process.

Table 17. Students' Self-Report of Experiences with Deliberations
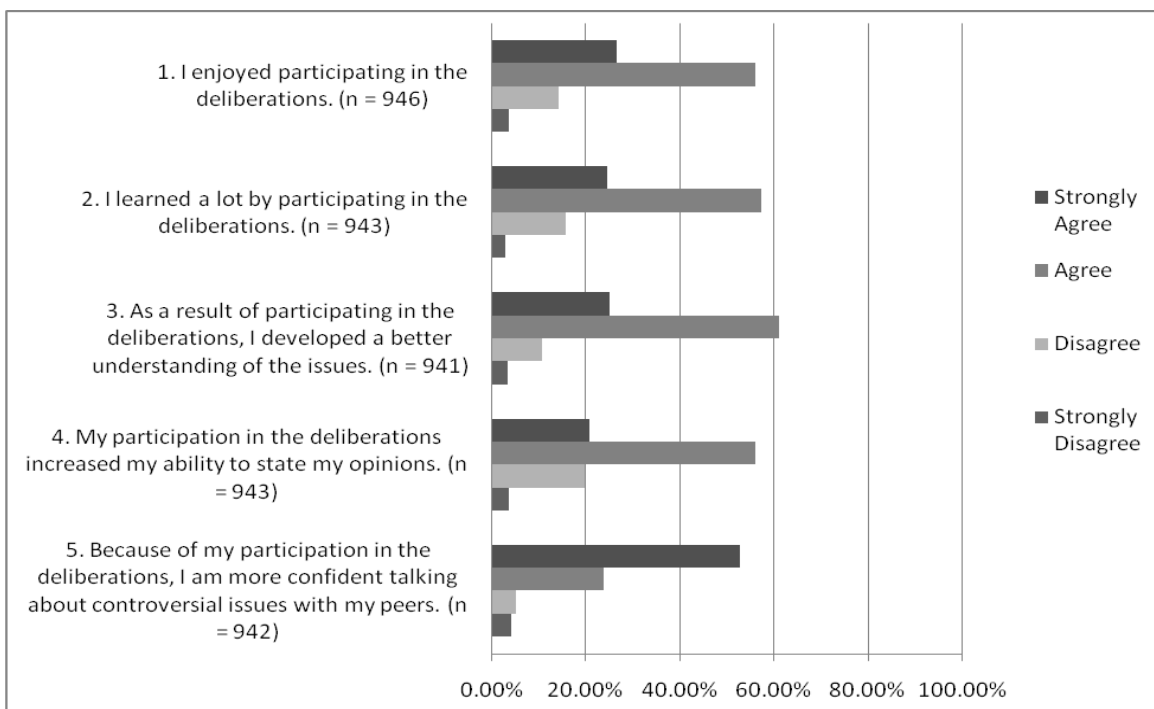
Students were asked to indicate the degree to which they <u>enjoyed</u> various aspects of the deliberation process (Table 18). Over 90% of the students indicated they enjoyed being able to express their opinions and hearing different perspectives. More than four in five students enjoyed learning about the topics and participating in the deliberative format. Two-thirds of the students enjoyed reading the text, and slightly less than one-half (48%) of the students enjoyed writing activities associated with the deliberation process.

Table 18. Students' Report of What They Enjoyed About the Deliberations
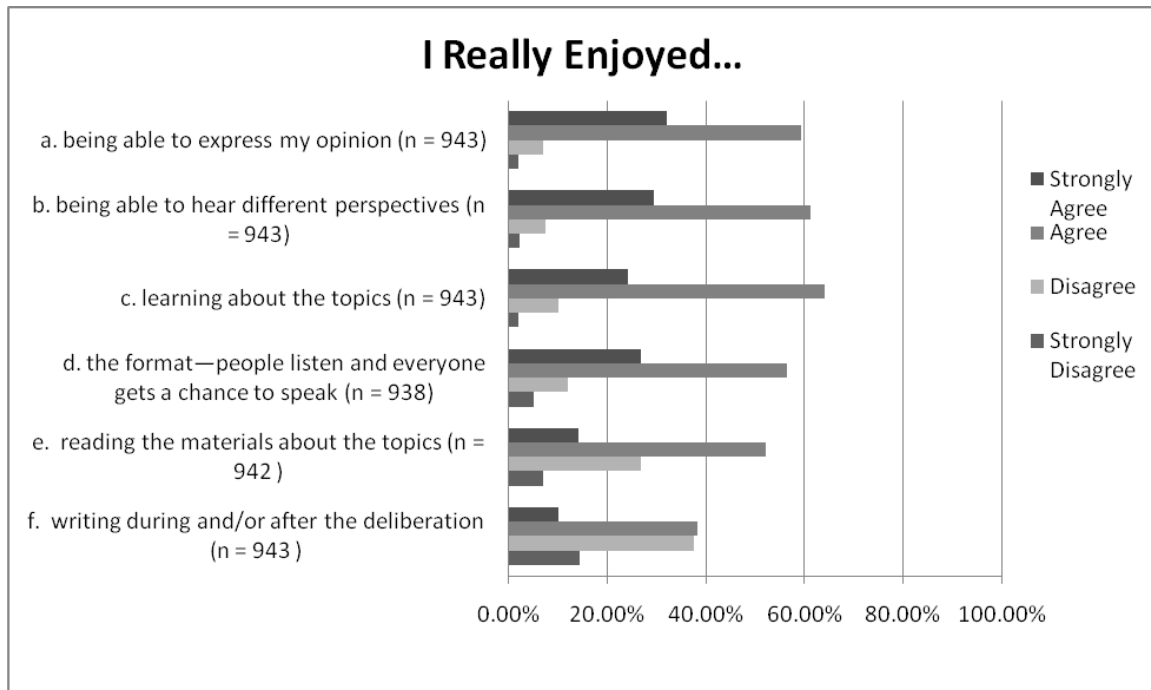
When asked from which deliberation they had <u>learned</u> the most, students were most likely to report the *Globalization and Fair Trade* and *Compulsory Voting* issues (see Table 19). Among the topics students most <u>enjoyed</u> deliberating were *Euthanasia* and *Violent Videogames.* The results are difficult to interpret, however, because sites deliberated different sets of issues.

During interviews, teachers were also asked, "From which topic did you think the students learned the most?" and "What topic do you think the students enjoyed the most?" It seems from the interviews that students tended to enjoy and learn from the topics that were most relevant to their lives, although, as the comments below indicate, other factors, such as the novelty of the topic and the materials used also played a role.

Table 19. Topics Students "Most Enjoyed," From Which They "Learned the Most" (N = 946)

Topic	Number of Students Deliberating Topic	"Most Enjoyed" Topic %	"Most Learned" Topic %
Bush Doctrine	24	0%	4%
Cloning	55	13	18
Compulsory Voting	695	28	37
Cyber Bullying	43	26	23
Domestic Violence	156	26	25
Educating Non-Citizens	135	31	34
Euthanasia	32	47	28
Free & Independent Press	114	14	14
Freedom of Expression	762	30	25
Freedom of Movement	49	10	16
Global Climate Change	318	27	33
Globalization and Fair Trade	94	12	37
Juvenile Offenders	206	22	17
Minorities in a Democracy	46	9	20
National Service	33	9	18
Public Demonstrations	41	0	7
Recycling	98	26	29
Violent Videogames	366	34	19
Youth Curfew	15	0	13
Other	37	62	43

Topic Learned Most From
The hate speech. I think that they hadn't been involved in the very topic itself too much. It was something new for them even though they heard about it, they didn't really know what really it is. And after we shared the text and after we had discussions, they found out that it happens actually, even it happened today. At the very beginning, they have one opinion and at the end they always change their mind. (Macedonian teacher, interview)

But if you take for example, this Freedom of Self-expression issue, although the text was written in a rather complicated way, it gave them opportunity to give more examples from their own life and social experience. And this particular situation the deliberation was much more lively. And when children became really interested and when they saw that this particular issue was relevant to their everyday lives, they started putting forward different situations on solving the problem. (Ukrainian teacher, interview)

But I do think the ones that were more immediate to them, they participated more in. (Maryland teacher, interview)

And they were able to vote in the primaries here on February 12th. So maybe that (compulsory voting) felt the most tangible to them right now. (Maryland teacher, interview)

Well, I think (laughter) the Violent Video Games didn't have the strongest identification factor with them. The Hate Speech was pretty good. I thought that touched on a lot of underlying currents that we see in our political climate here in America. And in the course of discussion a lot came out in terms of the context of the history and Eastern Europe and what they've gone through and continue to go through, so that was very informative. (New Jersey teacher, interview)

<u>Topic Enjoyed Most</u>
And it (Underage Offenders) provoked immense emotions and they didn't even (laugh) cope to deliberate it within an hour and a half, and the opinions divided sharply in three parts. During the deliberation the only problem was that there were only 11 of them, not 12. And [the teacher] was the 12th student. And [the teacher] was emotionally exhausted. But they still remember this discussion. (Ukrainian teacher, interview)

So it (Cap and Trade) was awesome. I mean we talked about it for an entire class period and half of another class period (Indiana teacher, interview).

I would actually say the one they did today, the Educating Non-citizens. They all thought they would like the Violent Video Game one when I first like handed it out and asked the question. And then they ended up not liking it at all 'cuz they all agreed and said like this is stupid (laughter). (New Jersey teacher, interview)

One indicator of the impact of the deliberations on students is the degree to which they talk to others outside of class about their experiences. Tables 20 and 21 show the percentage of students by site who talked about the deliberations with family members and peers outside of class, respectively.

Table 20. Students' Report of Discussing Deliberations with Family Members
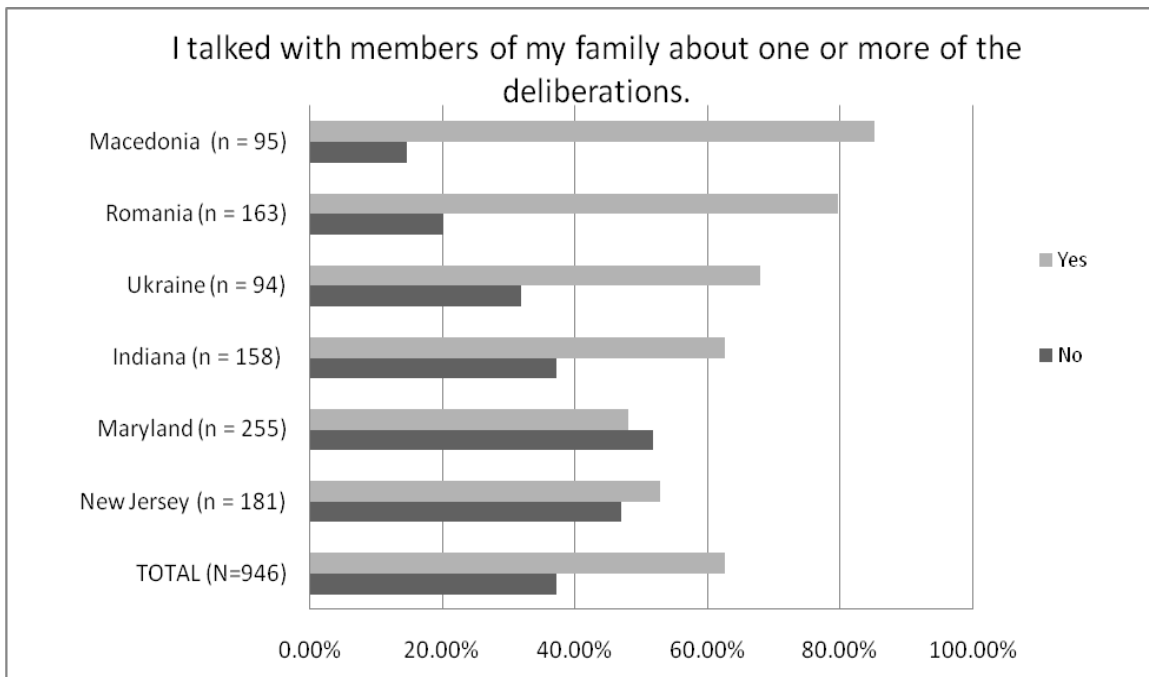

I talked with members of my family about one or more of the deliberations.

Table 21. Students' Report of Discussing Deliberations with Peers Outside Class

I talked with peers outside of class about one or more of the deliberations.
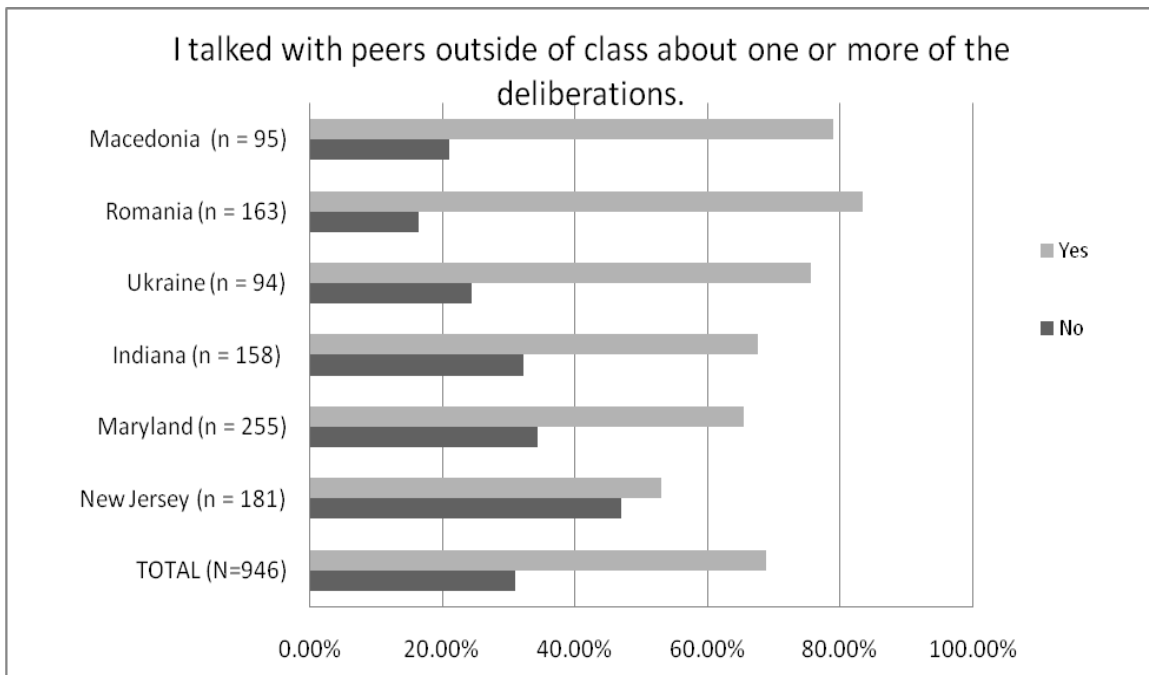
Table 22. Students' Report of Seeking Additional Information about Deliberation Topics
Outside Class
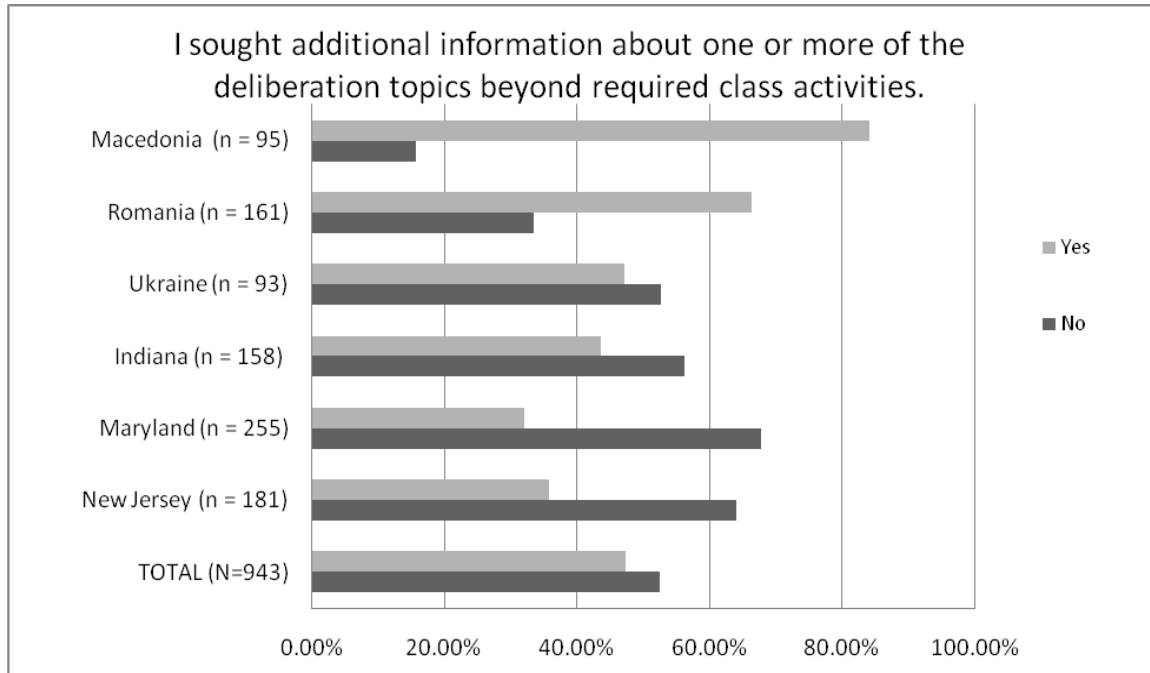
All teens were more likely to talk with their peers about the deliberation issues than
with their family members. However, European students were much more likely to talk
with their family members than were U.S. students.

Macedonian students were most likely to seek additional information about one or more
of the deliberation topics beyond required classroom activities (Table 22). In general,
Tables 20-22 suggest that the European students were somewhat more interested in
the deliberation process and topics than were the U.S. students.

Teachers' Perceptions of the Classroom Deliberations
Almost all (100%) of the teachers who responded to the survey agreed (slightly to
strongly) that during the deliberative process, their students developed a deeper
understanding of issues, engaged in critical thinking, used sound decision-making
processes, and respected their peers' perspectives (see Table 23).

Table 23. Teachers' Report of Student Learning through Deliberation

During the deliberations, almost all students...

a. developed a deeper understanding of the issues. (n = 54)

b. engaged in critical thinking. (n=54)

c. made a decision based on sound reasoning. (n=53)

d. were respectful of one another's views. (n=54)

■ Strongly Agree
■ Agree
■ Slightly Agree

0.00% 20.00% 40.00% 60.00% 80.00% 100.00%

Note: Less than 5% of teachers disagreed with all items.
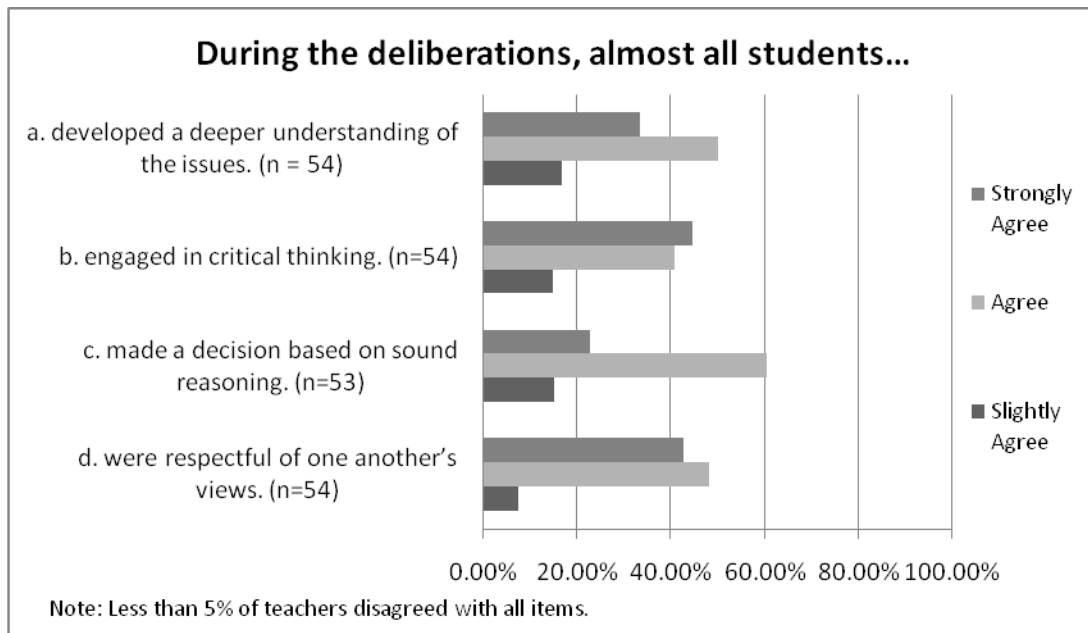
Interviews with teachers confirmed that students learned important skills and a developed deeper understanding of issues.

And I think that students that are in this project involved, they found out the difference between the normal discussion and the deliberation is only in finding some facts and arguments that we'll stand for and against something that is give as a question, for example. (Macedonian teacher, interview)

Because they're going to finish their high school and they're going to get in real life. And then they have to respect the other point of view. They have to learn to shut up when they have to. So they thanked me [that] they learned this kind of thing. (Romanian teacher, interview)

I think they feel more confident now too that they can take a difficult concept and it's not usually adults, we kind of…don't always give them the credit that they deserve, but they can take a tough topic, take it apart and come up with a solution. And I think they're kind of building as ya' know young adults, that I can look at this thing ya' know and understand it. It's not above me. (Indiana teacher, interview)

I think they're a little more analytical and they're able to look at an issue and to understand that there are ya' know two perspectives on either side of the issue. And I think I have seen some improvement with that. (Maryland teacher, interview)

But I feel like the classroom deliberations themselves were successful in achieving the goals, things like promoting democratic value and democratic citizenship, that

the idea of thinking outside the box, everything that the students had said, those goals were definitely met with the deliberation process. (New Jersey teacher, interview)

In addition to learning new skills, teachers also conveyed the strong personal feelings that often surfaced during deliberations. Following are representative responses of teachers when they were asked: "How would you describe your students' reactions to the deliberations?"

They love it because it is something new for them. The approach is new, the opportunity is totally new. And I think they really enjoy and they're happy being the members of the DID project. (Macedonian teacher, interview)

And a lot of these things ya' know got pretty personal, but that's when I think it opens people's eyes to…wait…What I'm saying or what I'm doing can affect somebody else ultimately. So, ya' know personal, intense and passionate, too. I mean people…I am mean [the student] today was fired up about this topic. (Indiana teacher, interview)

Well, they tend to be ya' know some of them, they tend to be ya' know really excited about it. They tend to ya' know be passionate about ya' know their opinions and they definitely want to sometimes…ya' know they want to choose which side they want to argue. And I don't give them that choice. They ya' know they're just…assigned, right. (Maryland teacher, interview)

So these deliberations are in the end they contributed [to] better relationships between teachers and students, and they improve the learning process. (Ukrainian teacher, interview)

The following anecdote related by a teacher in Indiana helps to illustrate the impact the program has had on individuals:

Can I just say I think one of the neatest things about this whole program is there's actually a student in my next class that you'll observe. Who failed my Econ class last semester and came into this class. And I was thinking, 'okay, were going to have a…' Hopefully, we'll be able to pull him through. And, of course, ya' know he's had failing grades all the way through and this is the only activity that he participates in. [Interviewer: Oh, my goodness.] And this is the only activity that he's interested in. It's the only time I've heard him speak in class without being spoken to (laughter). It's the only…it's just really…it hits him and anything that can reach a kid who may not have been reached before is worth every minute of my time. (Indiana teacher, interview)

The DID Discussion Board

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

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

The Discussion Board, located at http://www.deliberating.org/, had a section for all teachers and students involved in the *Expanding DID Project* and a section for the three site partnerships. The Macedonia/Bloomington, Indiana partnership, however, piloted a new Discussion Board and met with technical difficulties. Therefore, there are no data regarding postings for this partnership. Within each section, there were sub-sections with multiple forums and multiple topics within each forum. For example, there was a "Students Only" section (teachers have access) open to all DID students, within which there were two forums. One of the forums was entitled *Citizenship in a Democracy*, and included the following prompt: "Living in a Democracy -- What does it mean to live in a democracy? What are the roles of a citizen?" Within each of the three site partnerships, there was a forum for each of the paired classroom partners. The classroom partners created and responded to topics started by the Site Coordinator or by any teacher or registered student. Site Coordinators typically started a topic for each of the classroom deliberation questions, and teachers and students started topics related to other current issues or to school and student life.

When teachers and students registered, they were associated with a member group. A student from Maryland, for example, had access to the general "Students Only" forums and to the "Montgomery County, Maryland/Romania" forums. DID teachers had access to the "Teachers Only" forums and to their classroom partnership forum.

Table 24 shows the number of students from each site who indicated on the written survey that they had participated in online discussions with students from other schools. Maryland, New Jersey, and the Ukrainian students reported the highest level of activity in the online discussions. Macedonia and Indiana experimented with a different type of software for the online discussions, but it proved relatively unsuccessful.

Table 24. Student Participation in Online Discussions
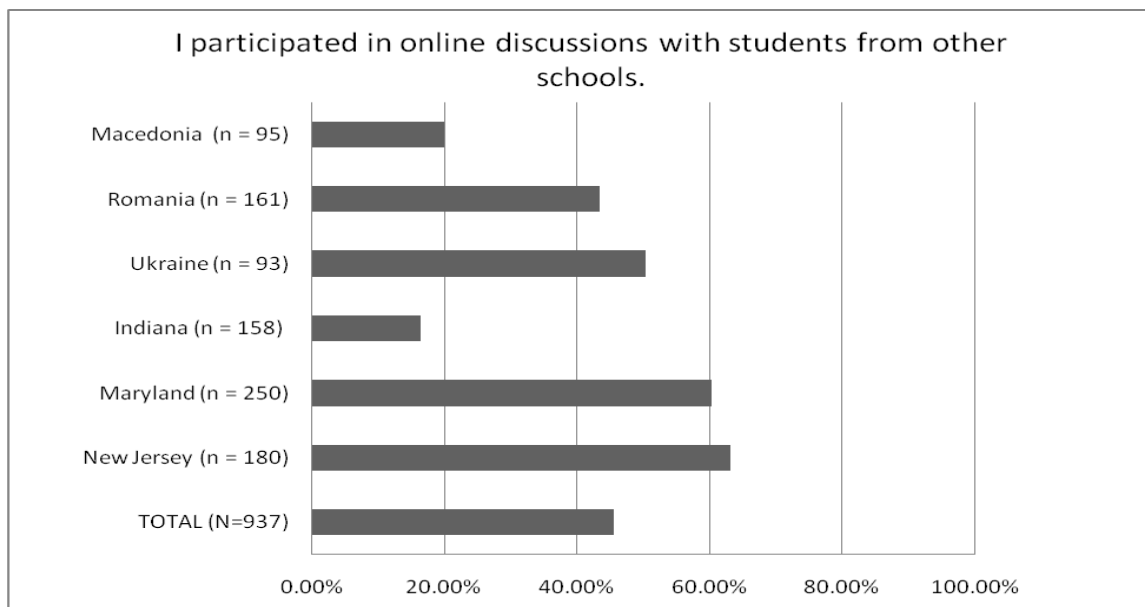
Table 25 shows the number of posts on the *Expanding DID Project* Discussion Board for students and teachers at each site, and it shows the number of posts by students to the site partnership topics. The number of members by site varies slightly, from just over 200 in Ukraine to almost 400 in Montgomery County. The total number of student posts in Year One is 1,683.

Table 25. DID Discussion Board Posts by Students and Teachers by Site[a]

Site	Student Members (n)	Total Posts by Students	Total Posts by Students to Site Partnerships	Total Posts by Teachers
Romania	263	345	60	90
Ukraine	218	319	253	86
Montgomery County, MD	379	562	163	43
North Jersey, NJ	324	457	353	111
Total	**1,184**	**1,683**	**829**	**330**

[a] Macedonia and Bloomington did not participate on the DID Discussion Board; they attempted to participate in a different type of Discussion Board, which proved less than successful.

Table 26 shows the number of postings by all student members from each site. For example, 140 Romanian students and 147 Maryland students did not post at all.

Conversely, two Romanian students and two Maryland students each posted between 21-50 times.

Forty-six percent (46%) of all student members did not post during the *Expanding DID Project,* and another 25% posted only once. Two students each posted over 50 times, accounting for 11% of the total number of student posts. However, the data need to be viewed with some caution. The actual number of students involved in viewing and posting on the *Expanding DID Project* Discussion Board is unknown because pairs or groups of four students sometimes posted together. Although 46% of the registered users did not post in their name, this does not necessarily mean that they did not participate in the Discussion Board. The only conclusion we can state with some certainty is that 54% of the users posted one or more messages, and about 1% posted 11 or more times. For those members showing posts in their name (excluding the 46% who did not post at all), an average of 1.4 posts were made.

Table 26. Students' Participation on Discussion Board by Site and Number of Posts

	Number of Posts by Number of Students						
Site	**0**	**1**	**2-5**	**6-10**	**11-20**	**21-50**	**50-100**
Romania	140	58	57	3	3	2	
Ukraine	110	38	59	8	3		
Maryland	147	130	80	7	2	2	1
New Jersey	143	73	100	5	2		1
Totals	**540**	**299**	**296**	**23**	**10**	**4**	**2**
Percent	46%	25%	25%	2%	1%	>1%	>1%

The number of posts does not, of course, reveal anything about the content or quality of the posts. Often, the most substantive conversations occurred between students at the same site. Following is a representative example of a thoughtful exchange of opinions between Montgomery County students after their classroom deliberation about whether democracies should permit hate speech:

Deliberation Question: *Should our democracy permit hate speech?*

Posted: Mar. 03 2008,07:32, Montgomery County: I find hate speech to be completely unacceptable, especially when coming from the mouths of public figures such as Leana Janackova, the Czech senator and mayor of the north Moravian city of Ostrava. However, restricting hate speech can prove cumbersome and unworkable. Only banning speech that is uttered with a malacious intent, for example, leaves it up to a handful of individuals to determine what constitutes "malacious intent." Who would ultimately be left to decide whether a highly critical remark about a politician or political party is

simply an opinion or a comment that promotes hatred? This reliance on individuals' personal interpretations is a "slippery slope" that could lead to the deterioration of free speech as we know it.

Posted: Mar. 03 2008,08:01, Montgomery County: I agree with [student who posted previous comment] that hate speech is unacceptable. However, I belive it would be very hard to try to prohibit hate speech without avoiding a lot of gray area. Who is to say that Hilary Clinton's public criticism of Barack Obama is not hate speech? Furthermore, I beleive that society pressures put enough limits on free speech. Don Imas was fired and publically shunned for his comments about the Rutgers basketball team. In general, the public has enough power in itself to provide acceptable limits on freedom of speech.

Posted: Mar. 03 2008,15:41, Montgomery County: If there is one truth about hate speech, it is that it perpetuates a culture and cycle of hatred, violence, discrimination, and prejudice. I am not naive enough to think that all of those ideas will go away some day, but there is certainly nothing democratic about any of them either. Hate speech should not be tolerated. Whether that means a law or a cultural adjustment, the impact would hopefully be the same. Of course, it is almost entirely impossible to believe that such a law could be implemented, enforced, and regulated well and fully, but that is because it is difficult to legislate morals and behaviors. [Name of Student] said something very striking today in discussion which was something along the lines of: even if the law can't be forced, it might encourage a cultural attitude that would discourage such speech and eventually hate speech would not be as common. We can't pretend that a law would work, especially with our country's death grip on all matters that they believe fall under the jurisdiction of the first amendment (I happen to believe there is quite a clear difference between hate speech and just regular speech, but the way), but we also can't just allow hatred and violence to continue unchecked and unpunished. So maybe hate speech shouldn't be permitted, but it shouldn't be not permitted either.

Also, very interesting point about Hillary and Barack, [student who posted previous comment].

Table 27 shows all the topics in the section of the Discussion Board open to all *Expanding DID* students. The data indicate that students from almost all of the *Expanding DID* sites gave information or opinions on cultural and political topics. The "Symbols" topic elicited the most replies, with students discussing what symbol best represented their country.

Table 27. Participation in the Students Only Section of the DID Discussion Board

Forum	Topic	Replies	Sites Represented	Views[a]
Your Country	Symbols	107	4	8,562
Citizenship in a Democracy	Kosovo Independence	4	3	196
	Living in a Democracy	26	4	2,802

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

Topics related to school and student life were also discussed in the classroom partnership forums. Most forums included at least one topic that encouraged students to write about aspects of their lives and to ask one another questions. During the following typical exchange, Maryland and Romanian students learned about how each spend their free time.

Discussion question: Hello Romania! Greetings to students.

Posted: Dec Feb. 03 2008,04:05, Romania:

Quote (Montgomery County student @ Jan. 28 2008,07:37)
So what's up with Romania?

Is it cold there? Or is it always mild there?

Is there a place in Romania named Translyvania?

Yeah ... write back!

Hi! My name is [Romanian student] from Targoviste, Romania (Theological highschool). Yes, it's cold here now. We had a freezing winter. How is there? Yes, in Romania is a place named Transilvania, but, unfortunately for the turists, there's no Dracula. all the best!

Posted: Feb. 17 2008,23:40, Romania:

Quote ([Student Name] @ Feb. 07 2008,05:01)
hey romania what kind of video games do u guys play there??

we play World Of Warcraft Warcraft III and all games where you can kill outhers people(Slay Them All)

Posted: Mar. 04 2008,09:42, Montgomery County: Halo is Beast... Is anyone Here right now? ?

Posted: Mar. 04 2008,09:51, Montgomery County: Halo is definitley better than World of Warcraft. A computer has suck controls for a video game and the

graphics suck. I'm telling you, Halo 3 is the way to go when it comes to killing games.

Posted: Mar. 09 2008,01:51, Romania: Hi all. About WOW it`s not only a killing game it also involves yout social skils because you play whith other people ....now i think other games are booring whith only computer controlled characters.

Table 28 shows the polls that were conducted on the Discussion Board. *Expanding DID Project* staff members initiated the 19 polls based on deliberation topics. The polls that generated the highest number of responses related to violent video games, compulsory voting and hate speech. Members could vote and then post comments to explain their vote, or do one or the other (post without voting or vote without posting).

The following two posts represent some of the views on violent video games:

Posted: Jan. 11, 2008, 05:46, Romania:

Quote (Columbia, SC student @ Jan. 10 2008,18:53)
I personally think that putting a penalty on violent games is a waste of time. Children are going to play violent video games no matter what penalty or law may say. Even if children can't buy the violent game, there are some parents who are willing to buy their kids anything they want. The violence that people think that comes from violent video games is just a state of mind. Violence is a state of mind and is everywhere in the world. So it's really difficult to stay away from.

well then....somebody do something accordsing to parents's behaviour...it is absolutely unacceptable to have such an attitude..regarding to this issue...
i have never thought that parents copuld be able to buy such things to their children only to please their children....
sad think though....

Posted: Jan. 17 2008,15:22, North Jersey, NJ: I am in the middle with this topic. I feel that people no matter what age should be able to play any video game if should the person be under 18 their parents should know enough to prevent them from playing the game. Still, a game is a game and even though the game could be rated 18+ it cold also be fun to play as well, and it also depends on what the reason is as to why the game creators made it 18+.:cool:

Table 28. Polls Conducted on the Discussion Board[a]

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

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

Students' Perceptions of the DID Discussion Board

Tables 29 and 30 show students' report of their experiences on the Discussion Board. Of the students who reported participating on the Discussion Board (46%), over half (60.3%) said they <u>learned</u> a lot from their participation, and 86.7% said they <u>enjoyed</u> the experience.

Table 29. Students' Self-Report of Learning through Online Discussions
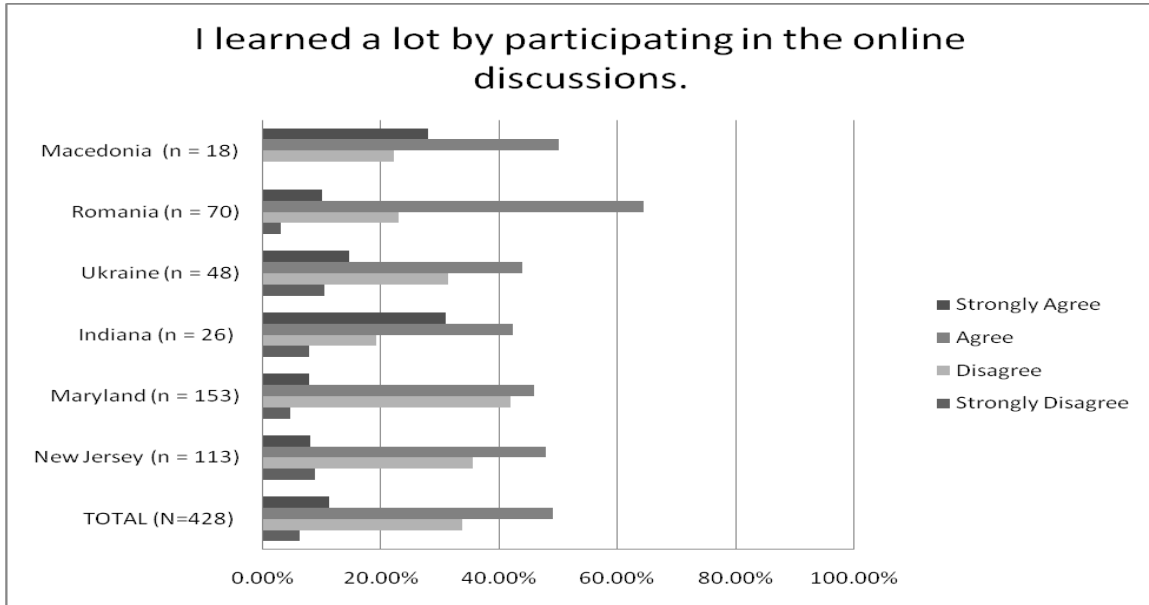
Students in Indiana were most likely to report that they had learned a lot from participating in the online discussions; however, few students in Indiana actually participated in the online discussions. In comparison to their peers in other countries, students in Maryland and New Jersey were the least likely to report that they had learned a lot from the discussions.

As shown in Tables 29 and 30, students were more likely to report that they *enjoyed* the online discussions (86.7%) than that they *learned* a lot from the discussions (60.3%). Macedonian students—those most likely to report a high level of learning—were also the most likely to report a high level of enjoyment. However, they also had the fewest number of students participating in the online discussions.

Table 30. Students' Self-Report of Enjoyment of Online Discussions
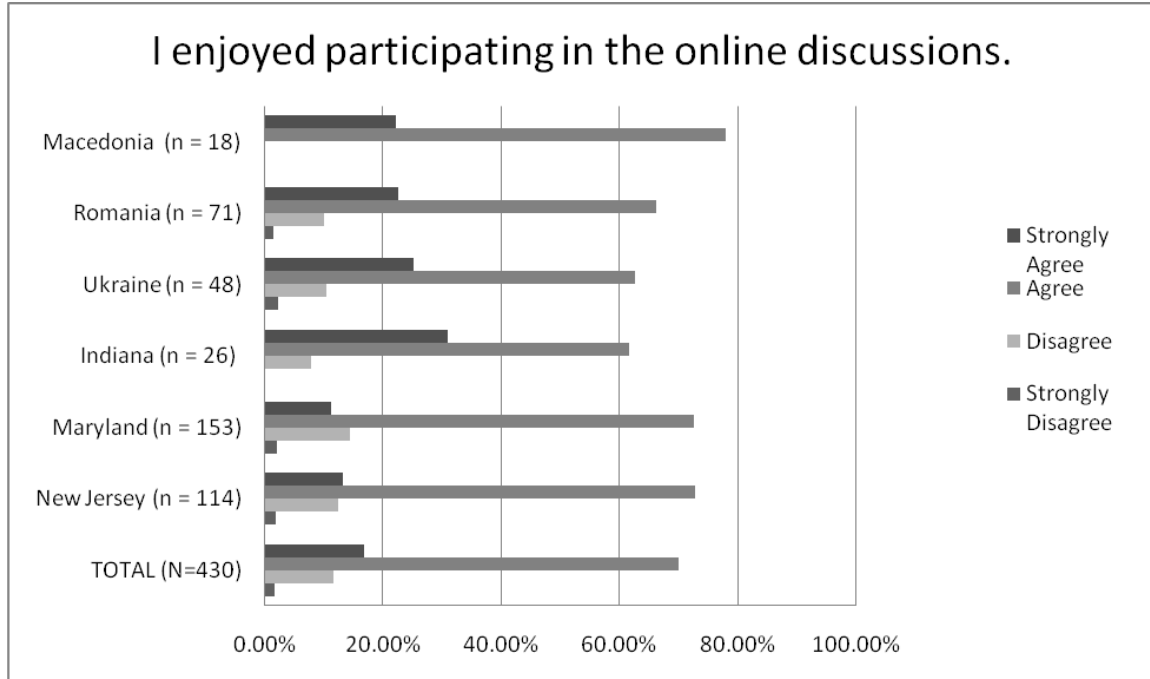
In the focus groups, some students reported that they liked communicating with peers from other countries.

> *I'm probably a geek 'cuz I go there about once or twice a day (laughter) just to see if anything new has been posted. And I've posted 2 things…but I like reading everybody's viewpoints. (Indiana student, focus group)*

> *Online discussion are more interesting because we know each other very well, so it isn't very interesting to discuss, and to discuss with another people…strangers…it's more interesting, even if it's online discussion…(Ukrainian student, focus group)*

The following conversation, which took place during a focus group in Maryland, shows both the advantages and disadvantages students see in using the Discussion Board.

> *Student 1: I personally like the face to face discussion because, like there's more interactivity. You get to see…I guess you could like write people…you could write and show your opinion, but like you don't really show your true feeling like just by words sometimes. But facial expressions help I guess. And things like that, so I like…the face to face. Yeah.*

> *Student 2: I like the online discussion better. I find it easier. Well, I guess it's…I guess it's just a personal preference, but I find it easier to articulate my feelings and opinions by like typing it out and being able to look it over, and like correct it accordingly.*

Student 3: I like face to face, because for some reason, I think having other people there challenging my opinion forces me to look deeper into mine and search for more reason. I just think better on my feet. So for me, planning it out, yes I can come up with a good answer. But I think I come up with a better answer and I don't know…it's just more fun that way. I guess it helps that I don't really like to write, and I don't like talking on the phone or the internet. So…

Student 4: I agree with [Student 2]. Sometimes, I have like issues with speaking and I can't really get out what I'm trying to say, so I think writing it down and being able to change it and look it over [before] I put it in the computer is better, and also when you do it online, you can get more than just your classmates. You can get people from everywhere to respond to you.

Student 5: But we actually…we discussed it in class beforehand and then…then we would go and type it in the computer, so we already did have a mindset of what we were going to write back. But writing it down on the computer does help us, like [Student 2] and [Student 4] said, like rethink what we were going to say and correct it. So, it definitely…online does help as well as does the face to face interview.

Students also expressed frustration with the technical problems that often prevented them from accessing the Discussion Board.

And I think that needs to be fixed (laughter) 'cuz we do want to see the other people's opinions from other classes. (Indiana student, focus group)

I think if they didn't have any technical problems, it would be interesting to see like…you have your discussion in class that one day, and then you go home and you talk to the kids in the Ukraine about it, and then they have totally different ideas about it, so barring technical issues, it's a pretty good… (New Jersey student, focus group)

Some students found the structure of the Discussion Board frustrating as well.

I don't think that the internet worked very well, because we were never on at the same time. So like to have a discussion, you would have to like hypothetically go on like over and over again, like at really far apart intervals of time, when you've thought about other stuff in between. And it's not as immediate as having a face to face discussion. (New Jersey student, focus group)

Of course, we did take part in online deliberations, but as it worked as a forum, not a chat, if you post your opinion in a forum, the answer to your opinion or question could arrive in a day or in a week, so sometimes it wasn't possible to see it. (Ukrainian student, focus group)

In general, the European focus groups were more negative about the Discussion Board than were their U.S. counterparts.

In the on-line interaction we can only say our opinion. But when we are face-to-face, we can say our opinions, we can see the reaction, we can say lots of things. But on-line isn't so good. (Romanian student, focus group)

I think that online discussions are not very interesting, because less than 5 persons of our partner from New Jersey answered to our questions. (Ukrainian student, focus group)

Teachers' Perceptions of the DID Discussion Board

Table 31 shows how the teachers rated the effectiveness of the online interactions. Their perceptions are significantly less favorable than their perceptions of other aspects of the *Expanding DID Project.*

Table 31. Teacher Perceptions of the Effectiveness of the Online Interactions (N = 38)

Item:	VI	I	si	se	E	VE
How effective were the online deliberations?	0.0%	18.4%	5.3%	50.0%	21.1%	5.3%

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

Teachers were also asked about what "worked particularly well" in terms of the Discussion Board (see Table 32).

Table 32. Teacher Response to "What about the online interactions worked particularly well?" (N = 57)

Aspect of Online Interactions that Worked Well[a]	N	%[b]
No Response to item	30	53
Student's communicating, expressing their opinions	11	19
Cultural exchange	4	7
Not much	3	5
Polls	3	5
It was good when it worked	3	5

[a]Due to space limitations, only those categories of response indicated by two or more teachers are included.
[b]Percentages 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 are comments representative of the *Expanding DID* teacher's responses to the open-ended question: "What about the online interactions worked particularly well?"

The students could express their opinion in front of a great number of readers. (Romanian teacher, survey)

Communication between our students and students from Indiana, exchange their experience and opinions for subjects discussed and other things of mutual interest. (Macedonian teacher, survey)

The students were excited about being online and discussing topics with other students around the world. We didn't do it as much as I would have liked and I think both sides are partly to blame. (New Jersey teacher, survey)

When they were logged on, they were able to type on the board, however it was difficult to get responses or know who they were actually communicating with. (Maryland teacher, survey)

The most significant problem associated with the Discussion Board appears to have been the lack of response from partner sites (see Table 33), an issue that was mentioned in some of the student focus groups as well.

Table 33. Teacher Report of Difficulties with Online Component
(N = 57)

Difficulty with Online Component[a]	N	%[b]
No Response from other sites	22	39
Technical/Logistical Problems – no computer access, couldn't log in	19	33
Board outdated/response time too slow/no response from partner site	11	19
None	3	5
Language barrier	2	4

[a]Due to space limitations, only those categories of response indicated by two or more teachers are included.
[b]Percentages 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 responses from teachers were typical:

Students got lost easily on the discussion board and could not find where to post. Our partner school and teachers did not reply at all, or replied in the wrong spot. (New Jersey teacher, survey)

The web site is not user-friendly compared with the other sites students are used to accessing. This is the first time we did the deliberations and coordinating with the teachers abroad was challenging. I also need to make more time in the computer lab. (Maryland teacher, survey)

Because of the time difference we couldn't have live on-line discussions, so we had to wait for a response back. The American students shows different topics or times, so the interest of my students decreased. (Romanian teacher, survey)

The Teleconferences

On the written questionnaire, less than 10% of the students reported that they had participated in a teleconference (see Table 34).
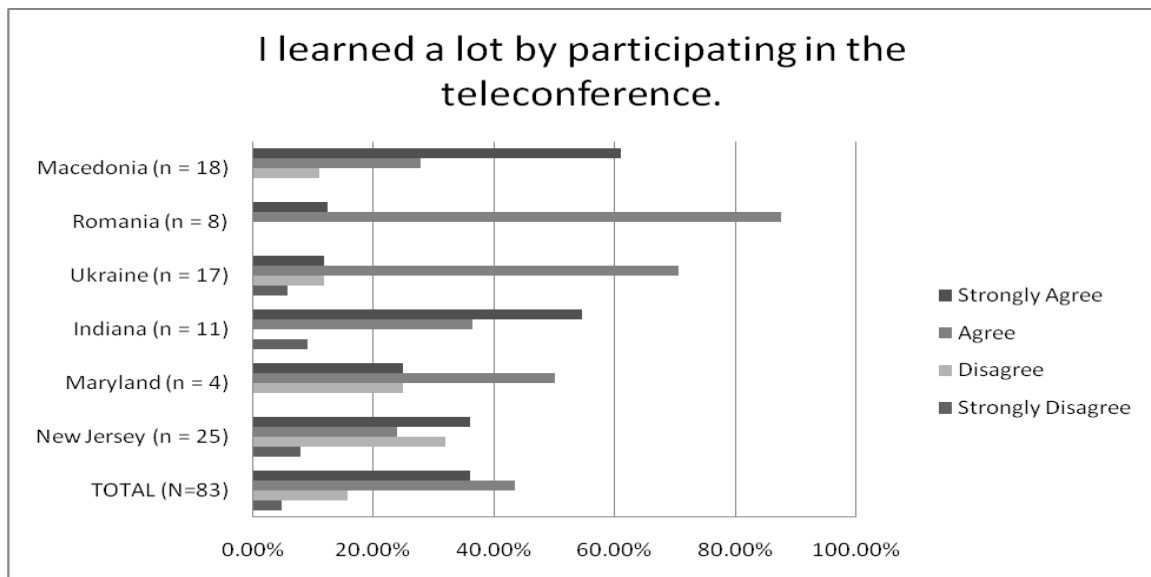
Table 34. Student Participation in Teleconference(s)
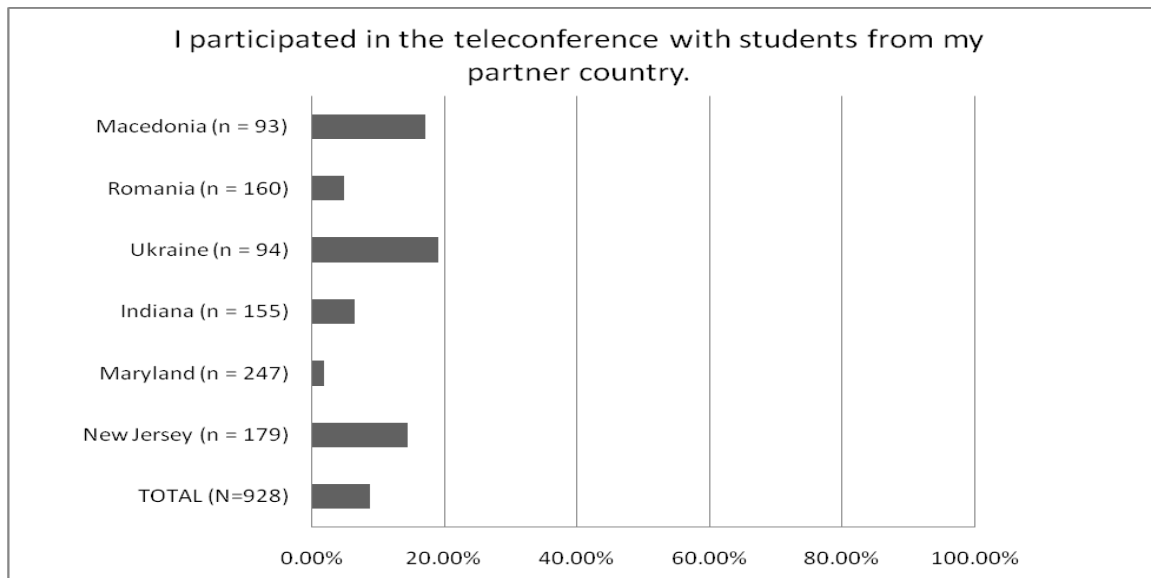
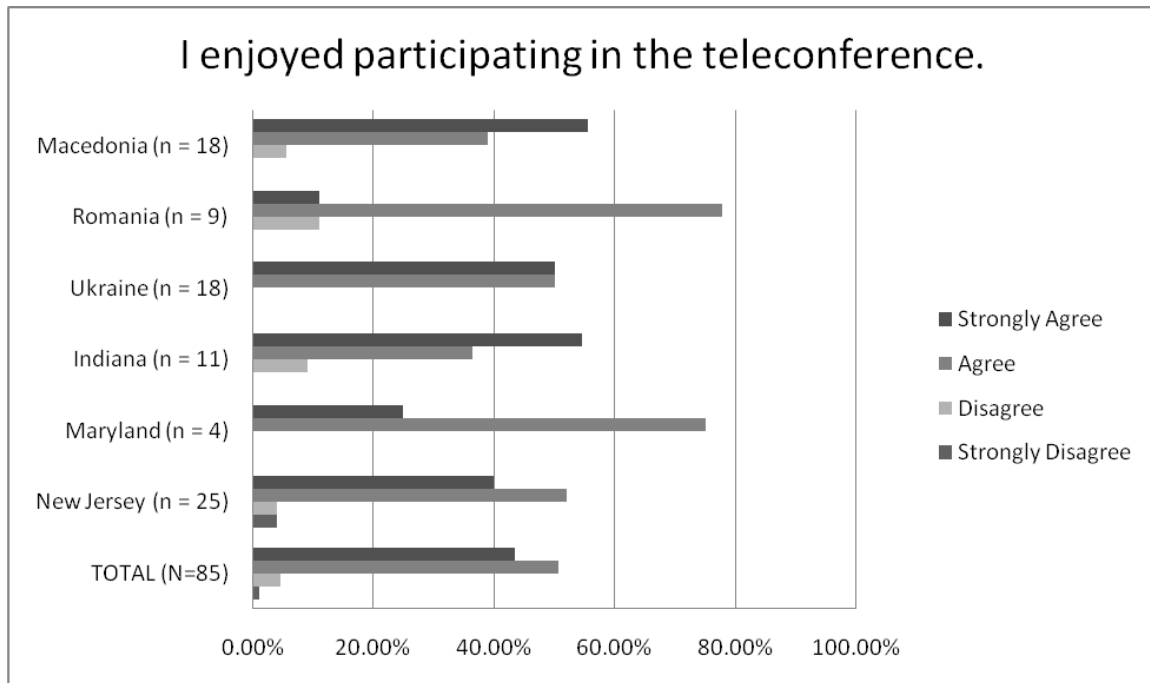*Students' Perceptions of the Teleconferences*

Of the 83 students who participated in the teleconference and responded to the survey items, almost 80% said that they <u>learned</u> a lot, and 94% said that they <u>enjoyed</u> the experience (see Tables 35 and 36).

Table 35. Students' Report of Learning from Teleconference(s)

Although a clear majority of students across sites reported learning from teleconference, the teleconference between Indiana and Macedonia appears to have been particularly successful.

Table 36. Students' Report of Enjoyment of Teleconference(s)

Unfortunately, most of the focus groups were conducted before the teleconferences took place. Of the few students in the focus groups who had participated in a teleconference, most were positive about the experience

> *The part of it that I loved was just getting to know people from different countries and their impressions on you and your... (New Jersey student, focus group)*

The following exchange between student participants in a focus group is unique because it reveals some of the more complex thought processes the students go through during the *Expanding DID Project.*

> *Student 1: I learned that the kids from the Ukraine seemed very eager to be a part of American culture, and make it known that they're very integrated into our society at least from their country. Because they made the point very clear when they first started talking to us that the music they like was you know American music. They were into sports, you know...it wasn't what I expected...it was like they were, you know, from the Arctic and I never talked to those people before. They were very...they seemed very integrated into American society, and very eager to be...interact with us because they're only experiencing it from outside.*

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Student 2: I do agree with [Student 1] that they were very American…like, I like this movie, I like this music, I want…but it upsets me. Maybe I'm a little worried that they're so eager to fit into our democracy, like maybe if they decide to keep their culture and keep like what they like what they like, like Ukrainian music, like I don't know, but maybe they could take what we have as a democracy and make it better in a sense? Because sometimes I do think there are flaws in our American mentality and our society, and what we believe in, and I just think they were a little too eager to more like us. And they should have tried to tell something interesting about them that was more Ukrainian. (New Jersey students, focus group)

Teachers' Perceptions of the Teleconferences

Almost 96% of the teachers rated the teleconferences "effective" at some level (see Table 37).

Table 37. Teacher Perceptions of the Effectiveness of the Teleconference(s) (N = 22)

Item:	VI	I	si	se	E	VE
How effective was the teleconference?	4.5%	0.0%	0.0%	4.5%	45.5%	45.5%

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

When asked on an open-ended survey item, "What about the teleconference worked particularly well?" teachers were most likely to mention that the student-to-student communication provided students with an opportunity to express their own opinions and to learn the viewpoints of peers from another country. The following comments reflect the sentiments of many of the teachers.

Direct questions and answers was a great experience; it helped students on both sides to have a chance for direct communicate with each other. (Macedonian teacher, survey)

Students were participating, not teachers. (Ukrainian teacher, survey)

The students loved the authenticity that speaking directly to a student their same age around the world made the experience very real and rewarding for them. (New Jersey teacher, survey)

Teachers offered suggestions for future teleconferences in their responses to an open-ended survey item (see Table 38).

Table 38. Teacher Suggestions for Future Teleconferences (N = 36[a])

Suggestions for Teleconferences[b]	N	%[c]
No response	23	64
More spontaneous/less scripted	6	17
Better audio; technical connection	4	11
The timing should better, earlier in the year	3	8
Hold more teleconferences	3	8

[a]The Maryland/Romania partnership had not conducted their teleconference at the time of the Teacher Survey.
[b]Due to space limitations, only those categories of response indicated by two or more teachers are included.
[c]Percentages 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.

General Student Political Learning

Some pre and post survey items were designed to assess students' general political knowledge and interest during the course of the *Expanding DID Project.* As shown in Table 39,[3] students' self-report of their political knowledge and their understanding of political issues demonstrated statistically significant increases from the beginning to the end of the *Expanding DID Project.* Student interest in politics showed no statistically significant change. These results are consistent with those from the *DID Project* over the years.

Table 39. Student Self-Report of Political Knowledge and Interest

Item	Mean	P-value	Strongly Disagree (1)	Disagree (2)	Agree (3)	Strongly Agree (4)
1. I know more about politics than most people my age. (n = 598)	2.50 *2.67*	.000***	7.7% *6.7*	44.5% *35.5*	37.8% *41.6*	10.0% *16.2*
2. When political issues or problems are being discussed, I usually have something to say. (n = 597)	2.78 *2.89*	.000***	5.4 *4.5*	26.3 *20.8*	53.1 *55.4*	15.2 *19.3*
3. I am able to understand most political issues easily. (n = 597)	2.81 *2.91*	.000***	2.8 *2.8*	26.1 *21.0*	58.0 *58.8*	13.1 *17.4*
4. I am interested in politics. (n = 595)	2.45 *2.50*	.064	14.1 *16.1*	38.5 *31.9*	35.8 *38.0*	11.6 *14.0*

Note. Post-survey data are bold and italicized.
[a]The Wilcoxon Matched-Pairs Signed-Ranks Test was used to compare the difference between students' pre and post responses.
***$p < .001$.

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[3] In order to assess change over time, Tables 39 and 40 use data only for which there are matched pairs. That is, in order to be included in the analysis, students needed to respond to items on both the pre and the post-survey. Student absence on either day the surveys were administered, student omission of particular items, and non-administration of the survey at either time on the part of the teacher, account for the difference between the total number of students involved in the Project and the number of student responses included in these tables.

Students were asked to indicate the degree to which they discuss controversial issues with peers, parents, and teachers (see Table 40). There were statistically significant increases in the degree to which students reported discussing controversial public issues with peers, family members, and teachers.

Table 40. Student Report of Discussions of Controversial Public Issues

Item: *How often do you have discussions about controversial public issues?*	Mean	P-value	Never (1)	Rarely (2)	Sometimes (3)	Often (4)
1. With people your own age [peers] (n = 600)	2.59 **2.67**	.014*	12.8% **8.0**	32.5% **33.0**	37.5% **42.8**	17.2% **16.2**
2. With parents or other adult family members (n = 597)	2.88 **2.96**	.009**	7.4 **5.7**	22.4 **22.1**	44.6 **42.9**	25.6 **29.3**
3. With teachers (n = 594)	2.66 **2.75**	.009**	9.1 **9.1**	30.8 **26.1**	45.1 **45.6**	15.0 **19.2**

Note. Post-survey data are bold and italicized.
[a]The Wilcoxon Matched-Pairs Signed-Ranks Test was used to compare the difference between students' pre and post responses.
*p<.05
**p<.01

Summary:

According to both the students and their teachers, students learned a great deal due to their participation in the *Expanding DID Project.* The students found the structure and topics of the deliberations to be both enjoyable and educational. The classroom deliberations themselves were the most popular component of the *Expanding DID Project,* followed by the teleconferences and then the Discussion Board. They expressed frustration at some of the technical problems encountered in both the teleconferences and the discussion board, but were still able to identify areas in which they gained knowledge from those components. The teachers generally concurred with their students' assessments of the level of learning and enjoyment that occurred within each component of the project. Suggestions by both parties included increasing the number of teleconferences and improving the technology used for the Discussion Board.

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, 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 year one, six staff development programs were established, one in each of the above sites.

OUTCOME PARTIALLY ACHIEVED

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

Fifty-seven (57) teachers participated in the program during 2007-08.

OUTCOME PARTIALLY ACHIEVED

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

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

OUTCOME ACHIEVED

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

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

OUTCOME ACHIEVED

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

Responses from teachers and students indicate that 89% (51 of 57) conducted a minimum of three deliberations in their classrooms.

OUTCOME PARTIALLY ACHIEVED

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

45.6% of the students reported engaging in online discussions with students in other classrooms and countries.

OUTCOME MINIMALLY ACHIEVED

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

98% of teachers reported that "because of my involvement in this project, I will continue using deliberation in my classroom in the coming years."

OUTCOME ACHIEVED

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

Over 95% of teachers reported that the staff development programs: provided models of good teaching practices; provided 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.*

Over 1800 students participated in civic deliberations in the first year.

OUTCOME PARTIALLY ACHIEVED

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

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

OUTCOME ACHIEVED

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

Responses from teachers and students indicate that 89% (51 of 57) conducted a minimum of three deliberations in their classrooms.

OUTCOME PARTIALLY ACHIEVED

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

45.6% of the students reported engaging in online discussions with students in other classrooms and countries.

OUTCOME MINIMALLY ACHIEVED

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

Over 80% of students reported that they learned a lot by participating in the deliberations; 86% reported that they developed a better understanding of issues as a result of the deliberations. All teachers reported that their students developed a better understanding of civic issues as a result of participating in the deliberation process. Comparison of pre- and post-survey responses showed a statistically significant increase on the following items: "I know more about politics than most people my age," "When political issues or problems are being discussed, I usually have something to say," and "I am able to understand most political issues easily."

OUTCOME ACHIEVED

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

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

OUTCOME ACHIEVED

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

Over 80% of students reported that they learned a lot by participating in the deliberations; 86% reported that they developed a better understanding of issues as a result of the deliberations. All teachers reported that their students developed a better understanding of civic issues as a result of participating in the deliberation process. The DID Curriculum materials used by the students provided historical and current contexts for the issues students deliberated.

OUTCOME ACHIEVED

16. *Students will value hearing multiple perspectives.*

Over 90% of students reported that they really enjoyed "being able to hear different perspectives" during the deliberations.

OUTCOME ACHIEVED

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

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

OUTCOME PARTIALLY ACHIEVED

Summary Statement and Recommendations

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

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

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

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

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

3.   *The Discussion Board and the Teleconference.* 80% of the students report "learning a lot" from the teleconference, as compared to 60% reporting the same for the Discussion Board. Approximately 45% of the students participated in the online discussions, yet only 9% of the students participated in teleconferences. A substantial number of the postings on the Discussion Board are devoted to students exchanging ideas about popular culture. Although this is a worthwhile activity, we wonder if formats are available that would more readily facilitate this type of communication than does the Discussion Board (e.g., pen pal-type exchanges, or video exchanges). *We recommend that more resources be devoted to holding the teleconferences, and perhaps fewer devoted to the Discussion Board. We also recommend that consideration be given to holding at least two teleconferences at all sites—one early in the project and one toward the conclusion of the school year.*

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

Appendix A

Questions for Issues Deliberations

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

Appendix B
Calendar of Events for Sites: September 2007 – June 2008

	September	October	November	December	January
Macedonia /Indiana			November 22, 2007 Professional Development Session #1 (Macedonia)	December 14, 2007 Professional Development Session #1 (Indiana)	January 2008 Classroom Deliberation #1 (Macedonia/Indiana)
Romania/ Maryland			November 2, 2007 Professional Development Session #1 (Maryland) November 10-11, 2007 Professional Development Session #1 (Romania) November 2007 Classroom Deliberation #1 (Maryland) November-December 2007 Deliberation #1 (Romania)	December 6, 2007 Professional Development Session #2 (Maryland) December 15, 2007 Professional Development Session #2 (Romania)	January 10, 2008 Professional Development Session #3 (Romania) January 18, 2008 Professional Development Session #3 (Maryland) January 18, 2008 Professional Development Session #4 (Romania) January 18, 2008 Teacher Teleconference (Romania/Maryland) January 2008 Classroom Deliberation #2 (Romania)

Ukraine/ New Jersey		October 26, 2007 Professional Development Session #1 (New Jersey)	November 16-17, 2007 Professional Development Session #1 (Ukraine)	December 3-18, 2007 Practice Classroom Deliberations (Ukraine) December 18, 2007 Professional Development Session #2 (New Jersey) December 18, 2007 Professional Development Session #2 (Ukraine) December 18, 2007 Teacher Teleconference #1 (Ukraine/New Jersey)	January 7-14, 2008 Deliberation #1 (New Jersey)

	February	March	April	May	June
Macedonia /Indiana	February 2, 2008 Professional Development Session #2 (Indiana) February 7, 2008 Professional Development Session #2 (Macedonia) February 2008 Classroom Deliberation #2 (Macedonia/Indiana)	March 1, 2008 Professional Development Session #3 (Indiana) March 6, 2008 Professional Development Session #3 (Macedonia) March 8-15, 2008 Teacher Exchange (Indiana to Macedonia) March –April 2008 Classroom Deliberation #3 (Macedonia/Indiana)	April 5-12, 2008 Teacher Exchange (Macedonia to Indiana)	May 2-3, 2008 Professional Development Session #4 (Indiana) May 12, 2008 Student Teleconference (Macedonia/Indiana)	June 2008 MCEC meeting with university professors to review Year 1 DID activities in Macedonia
Romania/ Maryland	February 6, 2008 Professional Development Session #4 (Maryland) February 8, 2008 Professional Development Session #5 (Romania) February 29, 2008	March 22-30, 2008 Teacher Exchange (Maryland to Romania) March 27, 2008 Evaluation Meeting (Romania) March 2008 Classroom Deliberation #3 (Romania)	April 26-May 5, 2008 Teacher Exchange (Romania to Maryland) April 27, 2008 Romanian Group Dinner in Maryland April – May 2008 Classroom Deliberation #3 (Maryland)	May 5, 2008 Professional Development Session #5 (Maryland) May 30-31, 2008 Romanian Evaluation Seminar May 2008 Classroom Deliberation #4	June 2, 2008 Romanian Evaluation Seminar

	Professional Development Session #6 (Romania) February 2008 Classroom Deliberation #2 (Maryland)	March-May 2008 Deliberation #4+ (Romania)		(Maryland)	
Ukraine/ New Jersey	February 1-7, 2008 Classroom Deliberation #1 (Ukraine) February 1-14, 2008 Classroom Deliberation #2 (New Jersey) February 7, 2008 Teleconference #2 (Ukraine/New Jersey) February 15, 2008 Professional Development Session #3 (Ukraine) February 28, 2008 Professional Development Session #3 (New Jersey)	March 1-10, 2008 Classroom Deliberation #2 (Ukraine) March 9-16, 2008 Teacher Exchange (Ukraine to New Jersey) March 22, 2008 Project Coordination Workshop (Ukraine)	April 15, 2008 Professional Development Session #4 (Ukraine) April 19-25, 2008 Teacher Exchange (New Jersey to Ukraine) April 19-26, 2007 Classroom Deliberation #3 (Ukraine) April 24-May 7, 2008 Classroom Deliberation #3 (New Jersey)	May 16, 2008 Student Teleconference #3 (Ukraine/New Jersey) May 29, 2008 Professional Development Session #4 (New Jersey)	