

Reporter : Sarah Stitzlein

- Supporting justifications for using deliberative democracy in the education of teachers:
 - Develops critical thinking which is good for its own sake and for democratic life.
 - Benefits shown in research suggest a correlation between good classroom deliberation and learning.
 - Rather than privileging deliberative democracy as the sole framework for educating, use it as one of the multiple frames for teaching democracy and always with an emphasis on critical thinking.
 - DD helps with multiple capacities (empathy, good reasoning, communication, consensus building) and can help teachers re-think their own practice.
 - Teaches how to do inquiry and evaluate with others. This is valuable in multiple disciplines and so the term 'democracy' isn't so important as this approach to knowledge.
 - DD excites the kids.
 - Deliberation is a basic human right that all children must learn.
- DD is not supported in many ways:
 - NCLB positions schools away from this agenda.
 - Accrediting agencies like NCATE pay no more focus to DD than lip service.
 - Most forms of civic life or deliberation are not measured or assessed by schools.
 - Teachers and administrators are not taught how to put the public back into public education. It's not part of what we require or value in public education.
- Limitations to invoking DD:
 - Teachers who don't feel empowered themselves (due to NCLB and other reasons) can't empower others. Powerlessness is conveyed through school culture. DD can enable teachers, students, and administrators to engage democracy and power.
 - Some participants felt that deliberation must lead to action and others felt that talk itself is a form of civic action that is inherently valuable.
 - Some teachers may choose not to teach through DD because it is a very higher order level of teaching that is challenging for teachers to learn. It is time consuming and some teachers might also fear its ramifications because it's not "safe."
 - Teachers should be careful not to over-intellectualize DD, but rather make it a wholly engaging process.
- Sites where DD is being done well:
 - San Diego State where teacher education students are doing National Issues Forum training and discussions.
 - Spellman College where seniors are trained in NIF and engage in community based dialogues, thereby linking vocation as teachers with community deliberation work.
 - Birmingham, AL: training social studies teachers in deliberative procedures.
 - Work of Natasha Levinson at Kent State University.

- Dialogue & Democracy assignment used by Kathleen Knight Abowitz at Miami University.
- Others are successfully using drama and role-taking exercises to enable students to take on civic and public roles. This involves intentional scaffolding with a specific skills set.
- Reflective conversations are also a helpful part of teacher education.
- Activities that build student ability to discern and then decide regarding issues are productive.
- The most successful universities in this area have an entire commitment across the curriculum and extracurricular life to DD, not just in teacher education.
- Using more project-based learning might be a fruitful step toward DD learning for teacher education majors.
- Resources to follow-up with:
 - Five Freedoms organization—www.fivefreedoms.org led by Kim Carter
 - NCSS—National Council for the Social Studies www.socialstudies.org
 - AESA—American Educational Studies Association has a repository of democracy-related syllabi for education professors at www.educationalstudies.org
 - Rethinking Schools journal
 - CIRCLE-- The Center for Information and Research on Civic Learning and Engagement. The work of Peter Levine at Tufts University. www.civicyouth.org
 - Wergeland Center in Oslo. New center for civic education through the Council of Europe.
 - Campus Compact.
 - Council of Europe education section.
 - Peter Levine's blog. <http://www.peterlevine.ws/mt/>
 - David Labaree's book on the changing role of the public in education.