Community as Classroom Colloquia Series

September 19 10:00-11:30 am

Kirkhof 2270

RECOMMENDATIONS

1. Co-develop “Rules for Dialogue,” “Virtues for Participation,” and/or course assignments
   * Together revise rules/assignments based on their practice & course material
   * Review “Viewpoint Learning Ground Rules” or Parker Palmer’s Rules
   * Encourage student ownership: experiment, observe, reflect, integrate, create, experiment *again* and revise.
2. Ask students to use World Café Guidelines:
   * Clarify the purpose of the dialogue, create a hospitable space, explore questions that matter, encourage everyone’s contributions, & integrate diverse perspectives.
3. Experimentalism: Ask students to practice dialogic ideals and tools in their everyday life, reflect on the value and problems.
4. Encourage narrative as one way of knowing in order to foster classroom community
   * Start with the values at play and observations of class
   * Student Prompt: “What new perspectives have you discovered as we talked?”
5. Student Facilitation of Class or Community Event: Ask students to consider goal for the dialogue, employ facilitation tools, record /reflect on dialogue.
6. Ask students to prepare for community work by developing questions that

* Seek out personal narrative/stories on the topic,
* Elicit different perspectives on the issue/problem,
* Require the exploration of possible solutions/address the issue,
* Encourage the consideration of future actions (personal or societal).

1. Discussion Board Facilitation: ask students to develop questions that are genuine, relevant, and significant to the issues the class is examining
2. Team Performance Model:
   * orient, build trust, clarify goals, and then
   * commit, implement, and celebrate
3. Discussion Audit: students summarizes dialogue, highlighting

* What conclusions/solutions are derived
* Level of consensus and disagreement/divergence
* How insights have changed (or may change) perspectives or future actions

**Defining what dialogue *is* & what it is *not*:**

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| --- | --- |
| **Dialogue is about LEARNING.** | **Debate is about WINNING.** |
| Assume that others have a piece of the answer. | Assume there is one right answer – and *you* have it. |
| Collaborative | Combative |
| About finding common ground. | About winning. |
| Listen to understand. | Listen to find flaws. |
| Inspecting your assumptions. | Defending your assumptions. |
| Discovering new possibilities and opportunities. | Seeking an outcome that agrees with your position (From *ViewPoint Learning*). |

**Possible ways to judge the quality of dialogue:**

|  |  |
| --- | --- |
| **QUALITY DELIBERATION** | **ENGAGEMENT** |
| Reasoned opinion expression | Civility: courtesy and respect |
| References to external sources when articulating opinions | Constructive: introduce new ideas, demonstrates growth in ideas |
| Expressions of disagreement/exposure to diverse perspectives | Rigorous: challenges ideas & presents research |
| Equal levels of participation | Consistency: returns to dialogue overtime |
| Coherence with regard to the structure and **topic** | Frequency |
| Engagement *with* each other (From Stromer-Galley) | Depth |

**Democratic Deliberation:**

|  |  |
| --- | --- |
| **PROBLEMS** | **BENEFITS** |
| Procedural | Challenge Narrow Perspectives |
| Ethical | Community involvement in community problems |
| “Group Think” / “Cascade Effects” | Co-create transformational solutions |
| Reinforce extremism & Social Bias | Innovate Policy |

**Possible Resources**

**Pedagogy:**

Minnich, Elizabeth Kamarack. (1999). Experimental education. [*Liberal education*](http://search.proquest.com.ezproxy.gvsu.edu/pubidlinkhandler/sng/pubtitle/Liberal+Education/$N/41170/DocView/209816355/fulltext/$B/1?accountid=39473),[85(3),](http://search.proquest.com.ezproxy.gvsu.edu/indexingvolumeissuelinkhandler/41170/Liberal+Education/01999Y07Y01$23Summer+1999$3b++Vol.+85+$283$29/85/3?accountid=39473" \o "Click to search for more items from this issue)1-6.

Minnich, Elizabeth Kamarack. (2005). Transforming knowledge, 2nd ed. Philadelphia: Temple

University Press.

**Democratic Deliberation and Participatory Virtues:**

Ferkany, Matt and Kyle Powys Whyte. (2011). The importance of participatory virtues in the

future of environmental education. *Journal of agricultural and environmental ethics*,

25(3), 419-434.

Fung, Archon. (2006). *Empowered participation: Reinventing urban democracy*. Princeton, NJ:

Princeton University Press.

Stromer-Galley, Jennifer. (2007). Measuring deliberation’s content: a coding scheme. Journal of

public deliberation, 3(1), 1-12.

**Experiential Learning:**

Kolb, David. (2003). *Experiential learning: Experience as the source of learning and*

*development*. Upper Saddle River: NJ Prentice Hall.

Brown, Valeria A. & Lambert, Judith A. (2013).*Collective learning for transformational*

*change: A guide to collaborative action*. New York: Routledge.

**Dialogue and Democracy:**

Isaacs, William. (1999). *Dialogue and the art of thinking together.*

Palmer, Parker. (2011). *Healing the heart of democracy The courage to create a politics worthy of the human spirit.* SanFrancisco: Jossey-Bass.

Brookfield, Stephen D. and Stephen Preskill. (2009). *Discussion as a way of teaching: Tools and techniques for democratic classrooms.*San Fransisco, CA: Jossey-Bass.

**Deliberation and Diversity:**

Sunstein, Cass R. (2006). Deliberating groups versus predicting markets. *Episteme: A journal of*

*Social epistemology* 3(3), 192-213.

Young, Iris Marion. (2000). *Inclusion and democracy*. New York: Oxford University Press.

**Web Resources:**

Viewpoint Learning: <http://www.viewpointlearning.com/our-approaches/>

The Center for Courage and Renewal: <http://www.couragerenewal.org/>

Pro-Life, Pro-Choice, Pro-Dialogue*:* <http://www.onbeing.org/program/pro-life-pro-choice-pro-dialogue/4863/audio?embed=1>

The World Café: <http://www.theworldcafe.com/tools.html> & <http://www.theworldcafe.com/pdfs/cafetogo.pdf>

WORKSHOP ACTIVITY

Design (or redesign) an activity/assignment for one of your own courses that utilizes one of the recommendations from this colloquium (see previous pages):