



# Deliberative Dialogues

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# What is a deliberative dialogue?

- National Issues Forum Institute (NIFI)
- Public deliberation is central to democracy
- Investigate possible solutions to the issue through help of issue guide
- Removes polarizing positions and one-sided lectures

# Dialogue Structure

Ground rules



Personal stake



Deliberating the options –  
option 1, option 2, option 3



Consensus and reflection



(large group discussion and  
reflection)

# Dialogue Outcomes

- Deeper understanding of issues and tensions within it
- Insight/awareness of different views
- Starting point for citizen action (individually & collectively)
- Learn about the issue
- Improve democratic skills/attitudes

## Students will.....

- Express appreciation and empathy of another's perspective on the issue
- Learn something new after hearing and considering another's viewpoint
- Analyze the issue from multiple perspectives
- Evaluate skills need to participate in deliberation

# ISU Dialogue Topics

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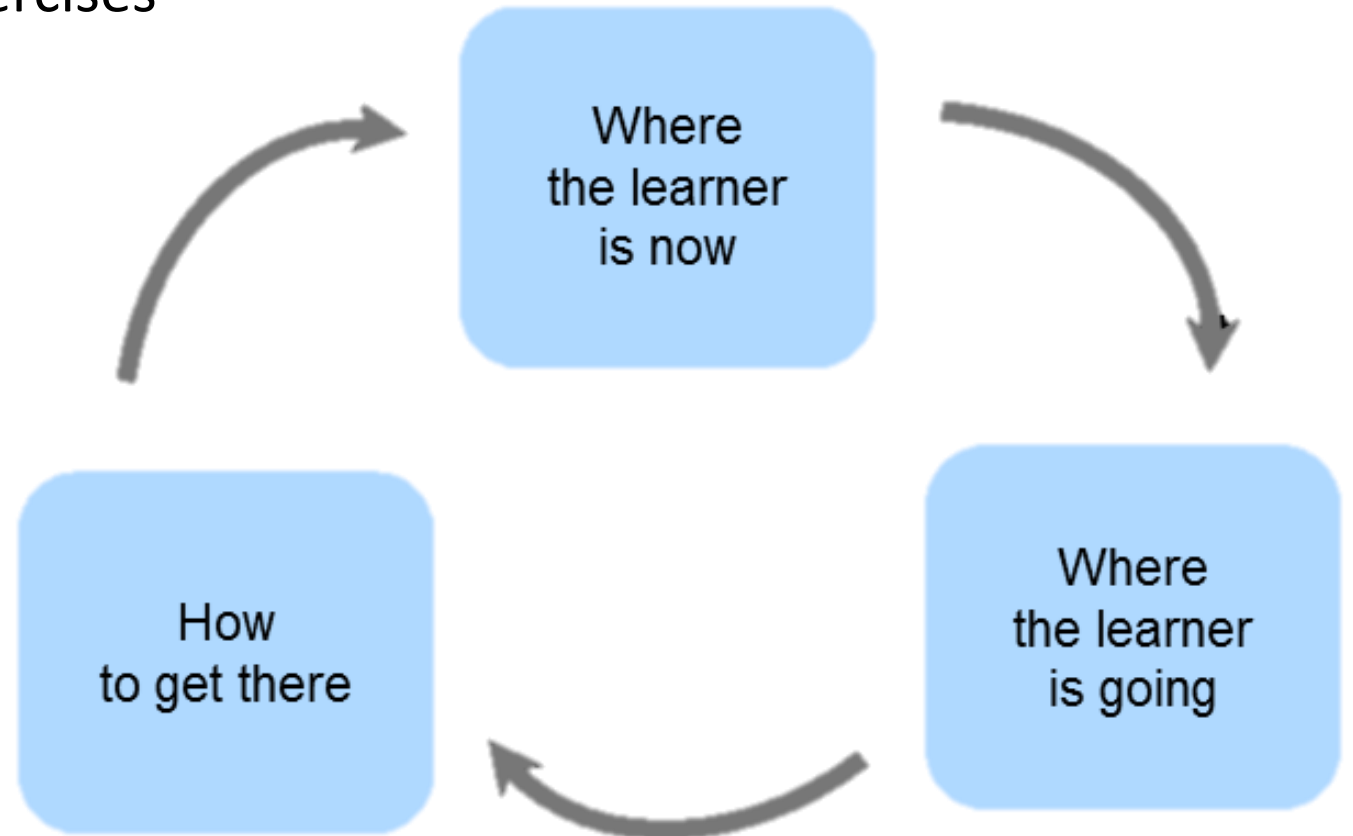
- Immigration: Who should we welcome? What should we do?
- A House Divided: What would we have to give up to get the political system we want?
- Safety & Justice: How should communities reduce violence?
- Infectious Disease Outbreak: How should we keep our communities safe?
- Mental Illness in America: How do we address a growing problem?

# What is a deliberative dialogue at ISU?

- Facilitated by CCE staff
- Possible pre-reflection/reflection questions
- Optimally 2 hours (but flexible and can be spread across class periods)
- Face-to-face or online
- Course-based, RSO, department

# Assessing Dialogues

- Assessments FOR/AS learning modes tend to work best
  - Pre-reflection and reflection exercises
  - Observation-based rubrics
  - Self-assessment rubrics
- Avoid “counting” or “tracking” comments



# IDS 128 Pilot Assessment Findings

- Spring 2020: 2 facilitators, 7 dialogue sessions, 4 class sections, 2 topics, F2F
  - Positive experience
  - Preferred to a formal debate
  - Learned new information and understood new perspectives from classmates
  - Considered the issue in a different way
  - Learning objectives achieved more frequently with more specific issue guides (Immigration vs. House Divided)
  - Liked that the conversation was guided and structured
  - Conversation about a controversial topic was calm and respectful instead of heated and dismissive



# Facilitator Assessment Findings

- Fall 2020: 12 facilitators, 30 dialogue sessions, 20 class sections, 5 topics, online
  - Facilitators rate the level of participation and rate the dialogue participation on six elements of brave space formation
  - Participation levels were rated relatively high in most classes. Online setting may have contributed to lower ratings in some sections.
  - Lowest rating items → participants offering opposing views and/or demonstrating that their words can impact others positively/negatively
- Finding across all assessments so far:
  - A House Divided issue guide is difficult for first-year students

# What's Next?

- Request a dialogue for your class/RSO
- Become a trained facilitator
- Participate in the Safety & Justice dialogue – February 23 7pm – 9pm

## Training

January 29 and February 5

1:30pm – 3:30pm

&

Readings, videos

# Questions

