

Deliberative Dialogue – Service-learning Project

Fall 2021 – PSYC 1101 & PSYC 2103

Deliberative dialogue is a form of engaged learning focused on discussing issues that are important to the community. Dialogues begin with an issue guide, which names the issue in public terms and frames possible actions. Participants share their personal stake in the issue – why it matters to them. Then they spend time discussing the benefits and tradeoffs for each option. The deliberative dialogue concludes with a reflection on shared values and common ground for action. Participants are encouraged to listen attentively to understand the perspectives of others who view the issue differently. The group attempts to ensure that all relevant stakeholder perspectives are considered, even if some voices are absent from the dialogue.

In this course, students will be trained to moderate deliberative dialogues in class and in the community. Students will work in teams to plan, promote, and host two deliberative dialogue sessions in collaboration with a community partner. As part of this process, the teams will complete a service-learning planning document, determine the logistics for their dialogues, create/locate an issue guide and placemat, and engage in reflection about the process. At the culmination of these dialogues, the team will complete a summary feedback report for the community partner. The team will also produce a poster and short video presentation outlining the process and key takeaways.

In addition to the collaborative teamwork with the community partner, each individual student will complete ongoing reflections, both online and in-person. At mid-term, each student will submit an issue guide interview, based on their research into a local issue. At the conclusion of the course, each student will complete a guided reflection to assess their growth in critical thinking, perspective-taking, and communication skills.

At the end of this service-learning project, students should demonstrate:

- Increased understanding of the complexity of local, national, and global issues
- Increased understanding of different perspectives on these issues
- Increased critical thinking skills – use relevant and reliable evidence, evaluate arguments, synthesize information, consider tradeoffs
- Increased interpersonal skills – listen attentively, express ideas clearly, regulate emotions during difficult conversations, engage respectfully across difference
- Increased ethical and social responsibility - commitment to take action on public issues
- Increased clarity regarding their own beliefs and purpose

Pre-test – beginning of course	After Deliberative Dialogues	Post-test – end of course
Survey: civic attitudes, civic behaviors, intellectual humility, career competencies	Survey: change in civic attitudes, understanding of the issue and other perspectives, change in intellectual humility	Survey: civic attitudes, civic behaviors, intellectual humility, career competencies, perceived learning gains
DPLO rubric: self-evaluation ratings and example evidence	Reflection on process, strengths, areas for growth	DPLO rubric: self-evaluation ratings and example evidence
		Final reflection based on service-learning rubric

Grades – This service-learning project will account for 60% of your overall course grade

- Team-based assessments (25%):
 - Service-learning planning document
 - Dialogue #1 placemat/logistics
 - Dialogue #2 placemat/logistics
 - Feedback summary to partner
 - Poster and video presentation
- Individual midterm (15%):
 - Issue guide interview
- Individual assessments (20%):
 - Pre-service reflection
 - Dialogue #1 reflection
 - Dialogue #2 reflection
 - Final guided reflection

Expectations/Timeline

- Pre-service reflection – individual online discussion – due 9/3/21
- Service-learning planning document – team – due 9/17/21
- Issue guide – individual mid-term assignment – due 9/24/21
- Local data for issue guide/placemat – team – due 10/1/21
- Community dialogue logistics planned/submitted – team – due 10/1/21
- Community dialogue #1 – team – between 10/6-18/21
- Debrief reflection – individual online discussion and in class – due 10/22/21
- Updated planning document, issue guide/placemat and logistics – team – due 10/29/21
- Community dialogue #2 – team – between 11/3-15/21
- Debrief reflection – individual online discussion and in class – due 11/19/21
- Feedback summary to community partner – team – 11/19/21
- Poster and video presentation – team – 12/3/21
- Guided reflection – individual – 12/3/21

Course-based knowledge, skills, and activities

- Additional readings on deliberative dialogue, service-learning, collaboration for mutual benefit, intellectual humility, social identity, and passionate impartiality
- Discussions of personal civic identity, purpose of education, and common good
- Research/dialogue about civic engagement and job attainment
- Research/dialogue about wellbeing and college value
- Identity-protective cognition and identity foreclosure
- Motivated reasoning – recognizing and avoiding bias

Important issues related to human services

- Free speech, trigger warnings, safe spaces
- Homelessness – causes and solutions
- Social-emotional education
- Subsidies – housing, food, income, PreK
- Mental health parity with physical health
- Opportunity and access issues
- Physical environment and wellbeing
- Voice, perspective of service recipients