THE EXPANDING DELIBERATING IN A DEMOCRACY (DID) PROJECT

EVALUATION REPORT: YEAR 2

PROJECT NARRATIVE

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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, videoconferences between partner sites, and teacher exchanges.

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

The evaluation report is based on the analysis of document and survey data collected from multiple sources (students, teachers, site coordinators). Major findings include the following:

> *81 teachers participated in the professional development workshops to learn a model of deliberation, the Structured Academic Controversy (SAC).*
>
> *Over 93% of the teachers rated the workshops effective in terms of content, materials, and pedagogy.*
>
> *100% of teachers indicated they would continue to use deliberation in their classrooms during and after their participation in the project.*
>
> *Over 2,820 students participated in at least three deliberations on public issues as part of the DID Project.*
>
> *Over 88% 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 77% of the students reported a greater ability to state their opinions, and 72% said they developed more confidence in talking about public issues.*
>
> *Over 97% of the teachers reported that "almost all" of their students engaged in critical thinking during the deliberations, and over 98% stated that the process helped students to develop a better understanding of issues.*
>
> *Less than half (41%-47%) of students reported participating in the online interactions with students from other countries on the Discussion Board. Teachers indicated that the online exchanges offered students the opportunity to participate in intercultural communication.*

Approximately 325 students took part in videoconferences with students from their partner site[2].

31 of the 81 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 or all of its goals.

In the next year we recommend that the project leaders focus on:

- Adding one more site to the project,
- Increasing the number of new teachers involved in the project, and
- Increasing the number of videoconferences.

[2] The site coordinators reported that 373 students took part in the videoconference, while 274 students reported that they participated.

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 videoconference 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 fifth and final year, presently includes the following sites: the European sites of Azerbaijan; the Czech Republic; Estonia; Kaluga, Russia; Lithuania; Moscow, Russia; and the U.S. sites of Chicago; Columbia, South Carolina; Denver; Fairfax County (Virginia); and Los Angeles. The *Expanding DID Project* involves four European countries (Macedonia, Romania, Serbia, Ukraine) and three sites in the United States (Indiana, Maryland, New Jersey). This report focuses on Year Two (2008-09) 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[3] 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?

[3] 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* analyzed document and survey data from multiple sources (students, teachers, site coordinators).

At all seven sites, written surveys of student knowledge, attitudes, and perceptions were completed at the beginning of the school portion of the project (September 2008—January 2009), and again toward the conclusion of the school year (April/May/June 2009). Teachers and Site Coordinators at all sites were surveyed toward the end of the school year.

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 2008-2009.

Summer 2008

The summer meeting for all sites participating in the 2008-2009 *Deliberating in a Democracy Project* and the *Expanding Deliberating in a Democracy Project* took place in Denver, Colorado from July 26–30, 2008. There were 71 persons attending the meeting.

Participant outcomes identified for the meeting were as follows:

- Improve and enhance student deliberations.
- Examine the connection between deliberation and democracy.
- Discuss turning points in the development of democracy at each site.
- Select additional relevant DID issues for participating sites.
- Improve teacher and student communications between sites.
- Expand teacher and student participation in DID.
- Enhance deliberations with outside resource persons and/or an action component.

September 2008 – June 2009

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 videoconference(s), and in some cases, additional experience in deliberation. The second and third workshops also

often included guest speakers, as well as the opportunity for the teachers to conduct their own research on the deliberation topics. At each site, a minimum of three issues were identified for classroom deliberation (see Table 1).

Each site was partnered with another site: Macedonia and Indiana; Romania and Maryland; Serbia and Los Angeles (LA is part of the original DID Project); Ukraine and New Jersey (see Table 2). 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 1. Issues Deliberated at Project Sites[a]

Issues	**European Sites**				**U.S. Sites**		
	MAC	ROM	SER	UKR	IN	MD	NJ
Cloning		X		X		X	X
Crime and Punishment							
Cyberbullying		X				X	
Domestic Violence	X	X	X				
Educating Non-citizens							
Euthanasia				X			
Free and Independent Press							
Freedom of Expression		X	X				
Freedom of Movement		X			X	X	
Global Climate Change		X	X				
Globalization and Fair Trade						X	X
Juvenile Justice	X	X				X	
Minorities in a Democracy			X				
National Service					X	X	
Preventive War							
Public Demonstratio ns	X				X		
Recycling		X		X		X	X
Violent Videogames		X	X				
Voting		X	X				
Youth Curfews			X				

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

Table 2. European-U.S. *Expanding DID Project* Partner Sites

European Site	**United States Site**
Macedonia	Indiana
Romania	Montgomery County, Maryland
Serbia	Los Angeles, California
Ukraine	New Jersey

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

Site	**Teachers (n)**
Macedonia	4
Romania	4
Serbia	3
Ukraine	9
Indiana	4
Maryland	3
New Jersey	4
TOTAL	**31**

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, all seven of the sites participated in one or more videoconferences during the school year. Videoconferences 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 videoconferences at each site, as well as the number of videoconferences held with partner countries.

Table 4. Number of Videoconferences and Approximate Number of Participating Students by Site

Site	**Number of Videoconferences**	**Students (n)**
Macedonia	3	60
Romania	1	36
Serbia	2	50
Ukraine	4	72

Indiana	3	87
Maryland	1	30
New Jersey	1	38
TOTAL	**15**	**373**

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

Teachers and Students

Eighty-one (81) secondary teachers from five countries at seven 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	13	16.1	13.31 (1-35)	12	1
Romania	12	14.8	9.58 (1-26)	11	1
Serbia	12	14.8	11.75 (3-29)	10	2
Ukraine	12	14.8	19.58 (4-34)	7	5
Indiana	11	13.6	12.09 (3-30)	6	5
Maryland	9	11.1	7.67 (4-17)	7	2
New Jersey	12	14.8	9.92 (2-36)	5	7
TOTAL	**81**	**100%**	**12.16 (1-36)**	**58**	**23**

[a]Teacher data included in this table reflect only those teachers who completed the DID Teacher Survey in Spring 2009, and completed the project throughout the year. Eleven additional 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.

The deliberations took place in 190 classes, as shown in Figure 1. Some teachers chose to implement the deliberation process in more than one class.

Table 6 provides information about the demographics of the students who participated in the deliberations. Although the mean age range across sites is fairly narrow (15.48 in New Jersey to 17.20 in Serbia), the age range is wide: 11 to 24 years of age.

Table 6. Number of Classes in which Deliberations Took Place by Site

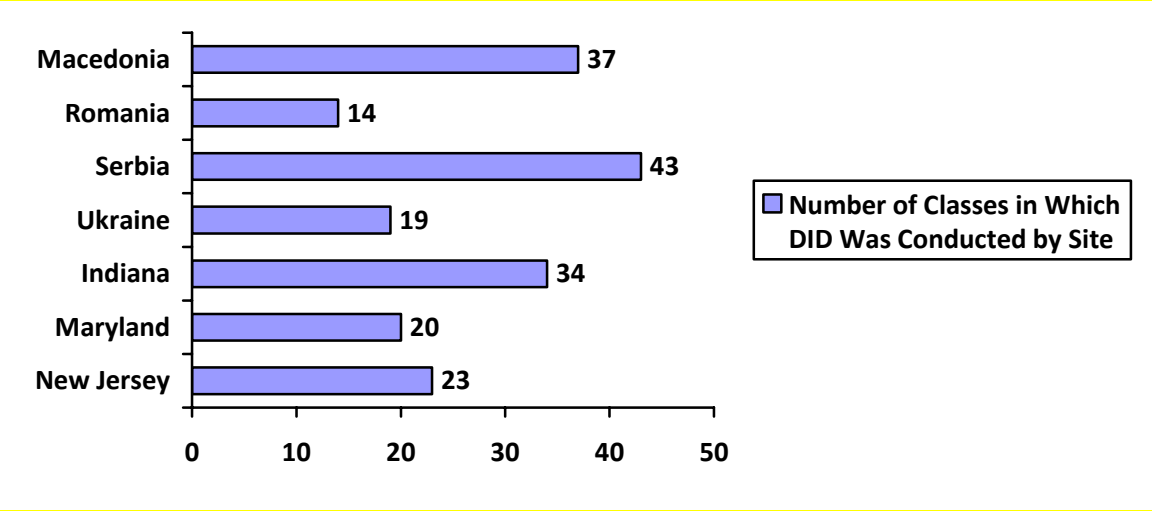


Table 7. Student Demographics by Site (N = 2,828)[a]

Site	**Number of Students**	**Mean Age of Students (Range)**	**Sex[b]**	
			F	M
Macedonia	271	16.20 (13-18)	171	99
Romania	301	16.96 (11-23)	175	126
Serbia	356	17.20 (14-21)	171	184
Ukraine	176	15.57 (12-22)	85	91
Indiana	696	16.25 (12-21)	390	306
Maryland	571	15.91 (13-24)	293	278
New Jersey	457	15.48 (14-24)	246	210
TOTAL	**2,828**	**16.20 (11-24)**	**1,531**	**1,294**

[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. 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.

Table 8 shows the school subjects in which the deliberations were conducted. Approximately 50% of the deliberations took place in history, social science, and English language classes. All of the extracurricular classes were held in Macedonia, Romania, and Serbia and the majority of English language classes were in the European countries.

Table 8. Number of Classes in which Deliberations were Conducted, by Subject Area

School Subject	IN	MAC	MD	NJ	ROM	SER	UKR	TOTAL	%
Economics	0	0	0	0	0	0	0	0	0.00
English Language	2	7	1	0	2	0	5	17	15.5
Extra-Curricular	0	4	0	0	4	2	0	10	9.1
Geography	2	0	0	0	1	0	0	3	2.7
Government/ Civics	0	0	1	2	0	11	0	14	
History	5	0	3	7	0	0	4	19	17.3
Homeroom	0	6	0	0	0	3	1	10	9.1
Humanities	0	0	0	0	1	3	0	4	3.6
Law	0	0	0	1	0	0	2	3	2.7
Science	0	0	0	0	1	0	0	1	0.9
Social Science	3	2	5	2	0	4	3	19	17.3
Other	1	3	1	1	3	1	0	10	9.1

Summary:

The *Expanding DID Project* involves seven sites in five countries. Eighty-one teachers and over 2800 students participated in the project in 2008-09. This compares favorably with Year One, during which 57 teachers and slightly over 1800 students took part in the project. 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, videoconferences 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 seven 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 13 to 28 hours, with an average of 18.7 hours. Table 9 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.

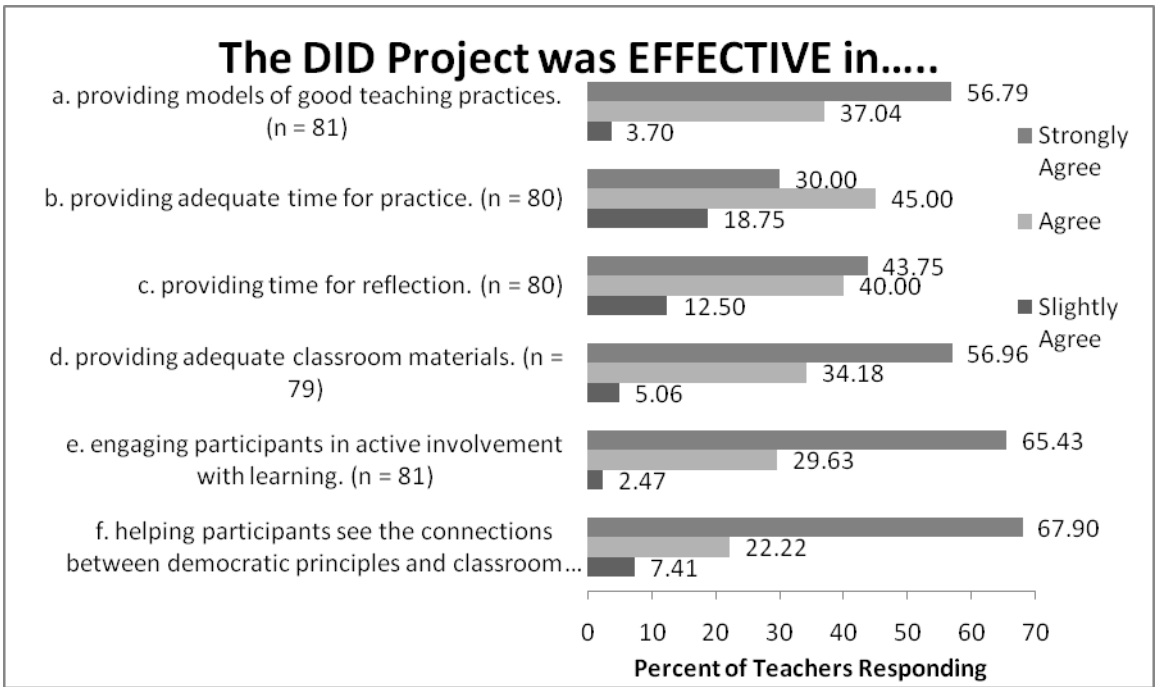
Table 9. Number of Hours of Formal Staff Development by Site

Site	Hours of Formal Staff Development
Macedonia	16
Romania	28
Serbia	20
Ukraine	14
Indiana	21
Maryland	18.5
New Jersey	13
Total hours	**130.5** **(average= 18.6 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. Guest speakers and time to conduct more in-depth research into the deliberation topics were also often included in the second and third workshops.

Table 10 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.

Table 10. Teacher Responses to Survey Items Related to Quality of Professional Development Experiences (in percentages)



Note: Less than 5% of teachers disagreed with all items, with the exception of item b, with which 6.25% of teachers disagreed at some level.

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." Almost all (78 of 81) of the teachers responded to the item, and there were no negative responses. The following comments are representative:

> *DID is better than other projects for professional development because in this project we can freely discuss, express our opinions and listen to other opinions. In previous projects we only listened, very little, or cannot express our opinions. (teacher, Macedonia)*

Unlike other forms of training where teachers were the main beneficiaries, the DID has offered a very important benefit for students, contributing to better communication between student-teachers, students-students, but also to familiarize with various notions of democracy. By developing a greater period of time given the opportunity to eliminate any errors arising from either understanding the wrong method or wrong understanding of a topic. (teacher, Romania)

I participated in numerous seminars and different projects for teachers' professional development. Considering quality, attention to smallest details, the start, the depth of each topic, the span of the project that envelopes half the world, diverse possibilities, DID project surpasses all by far. Bravo for CRF and bravo for Citizens' Initiatives! (teacher, Serbia)

Participation in the project gives one much more than conventional professional development because it employs interesting and efficient teaching strategies. (teacher, Ukraine)

It is the best of all the professional development activities that I have experienced since teaching at the high school level for encouraging students to use higher-level thinking skills and to discipline their discourse and discussion with other students. (teacher, Indiana)

DID professional development sets the standard to which other professional development should aspire.(teacher, Maryland)

There has been no other time for me where my professional development was progressing at the same time that the students were learning essential skills to bring with them into the classroom and beyond. The DID Project is a high quality opportunity, not only for my development as a facilitator of class discussions, but for the students who are actively participating as well. (teacher, New Jersey)

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, 35% or 28 of the teachers offered no suggestions or gave positive responses). In contrast to Year One when a small group of European teachers asked for more curriculum materials

that are relevant to their sites, in Year Two only one teacher (Macedonia) offered this suggestion. This indicates that the materials may be meeting the teachers' and students' needs more in Year Two as opposed to Year One.

The only suggestions that were offered by at least four teachers across the sites include the following:

- Increase the amount of contact with partner teachers (Serbia and Ukraine)
- Visit and observe peers' classes during deliberations (Macedonia and Ukraine)
- Improve the internet component of the project (New Jersey, Macedonia, and Romania)
- Offer a student exchange (Macedonia and Ukraine)
- Improve scheduling (Indiana, New Jersey, Romania)

All other suggestions were offered by only one, two, or three teachers.

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 11. Eighty-four percent (84%) of the teachers described the teacher exchange experience as "effective" or "very effective." This is the exact same percentage as last year.

Two aspects of the table deserve further explanation. First, six of the teachers did not respond to the item. Although the *Expanding DID Project* coordinators consider the teacher exchange to involve teachers who visit another country <u>and</u> those who host teachers from another country to be part of the teacher exchange, we have found over the years that teachers often think of the teacher exchange only in terms of whether they personally visited another country. This misperception of the teacher exchange may account for 7.4% of the teachers offering no response. Second, we question the accuracy of the 6.2% responding "Very Ineffective." Although the teachers checked "Very Ineffective," they wrote positive comments about the teacher exchange, leading us to suspect that they selected the response by mistake.

Table 11. Teacher Perceptions of the Effectiveness of the Teacher Exchange (N = 81)

Item:	NR %	VI[b] %	I %	si %	se %	E %	VE %
How effective was the teacher exchange?[a]	7.4%	6.2%[b]	0%	0%	2.5%	11.1%	72.8%

Note: NR = No response, 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 6.2% responding "Very Ineffective." Although the teachers checked "Very Ineffective," they wrote 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.

> *Learning educational system and how it works in a different country making friendship with the teachers from a different country and culture. (teacher, Macedonia)*
>
> *The opportunity to see another type of education system. (teacher, Romania)*
>
> *Tour of the schools and exchange with the colleagues. Tour of the museums, library, court house, women's shelter… a lot of insight! It was a unique opportunity to see America and to review my own prejudices about the country and its citizens considering that the picture I had about America came from media and movies. As a host, an opportunity to present part of my country and help build better bridges between us, to be seen differently and closer to the truth, to realize that citizens are not the same as the government administration. (teacher, Serbia)*
>
> *Meetings with students, discussing with them the way they deliberated, their success stories, issues they encountered and ways of addressing them. (teacher, Ukraine)*
>
> *I loved visiting the schools and engaging with the students. It was interesting to listen to their views of democracy. (teacher, Maryland)*
>
> *The visit helped to address obvious political, cultural and economic differences between Ukraine and America, but even more profound were the similarities I found in general between teachers, students and people world-wide. (teacher, New Jersey)*
>
> *From the previous two years in which I participated in the exchange, the most meaningful part of the visit were the classroom observations of student deliberations in the other country, as well as the development of relationships with the other teachers in the exchange. (teacher, Indiana)*

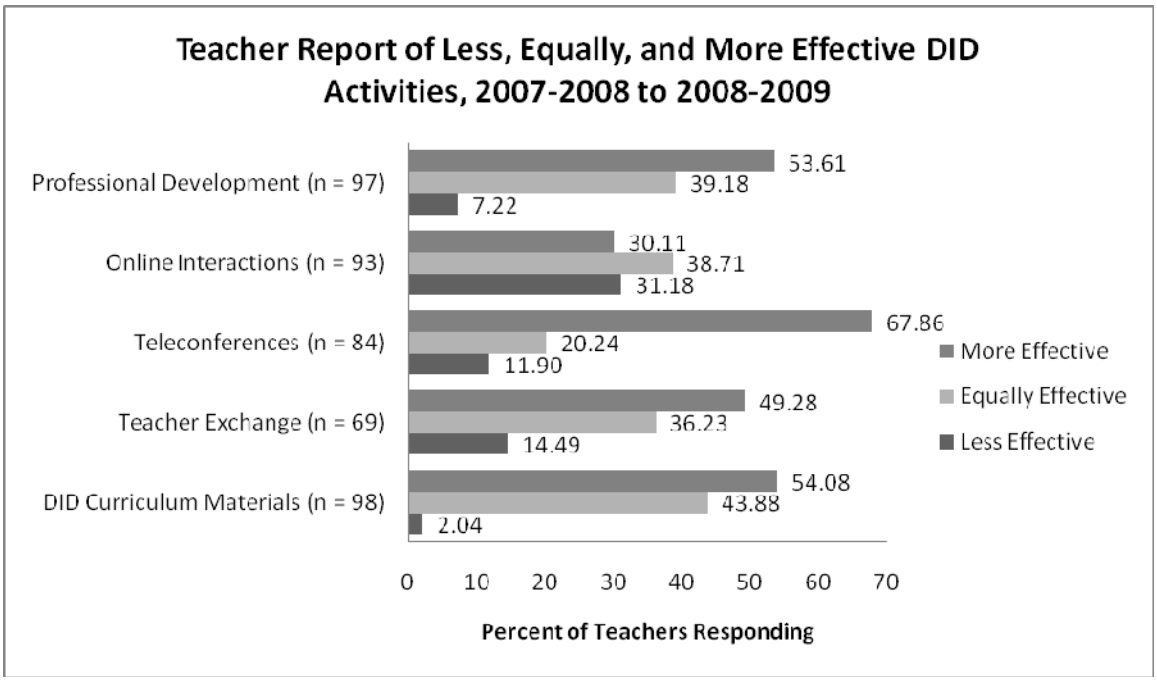
Over half (56%) of the teachers offered no response or only positive comments when asked "Are there any suggestions you would like to offer for future teacher exchanges?"

Most of the suggestions were limited and idiosyncratic (i.e., offered by 1-3 teachers). The most frequent suggestions were to include students on the exchange (11 teachers), and to increase the length of visits (5 teachers).

Comparison of Year One and Year Two

Of the teachers who participated in both Years One and Two of the project, approximately 75% reported that the professional development sessions and the videoconferences were *more effective* in Year Two than they had been in Year One (see Table 12). Almost two-thirds of the teachers reported that the teacher exchanges were *more effective* in Year Two as compared to Year One.

Table 12. Teacher Comparison of Expanding DID Activities, Year 1 to Year 2



Summary:

Teachers reported a very high level of satisfaction with the professional development workshops and the teacher exchanges. They particularly appreciated the interactive nature of the workshops, the way in which the Site Coordinators modeled deliberation, and the opportunity to share their classroom experiences with deliberation with other teachers. Teachers noted that the ongoing support they received from Site Coordinators

and teacher colleagues was critical to their success in the classroom. The teacher exchanges provided teachers with opportunities to expand their worldviews; teachers were especially grateful for the opportunity to visit classrooms and to talk with students in their partner country.

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?" Similar to Year One, all teachers (100%) indicated they developed sufficient skill through the *Expanding DID Project* to conduct effective deliberations in their classrooms (see Table 13). Further, over 93% of the teachers reported that their involvement in the project had deepened their understanding of democracy. In Year One, 100% of the teachers reported that their understanding of democracy had been enhanced by the project.

Table 13. Teacher Perceptions of their Skills and Understanding (N = 81)

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%	0.0%	35.8%	64.2%
b. My participation in this project has deepened my understanding of democracy.	0%	2.5%	3.7%	6.2%	23.5%	64.2%

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

In responses to open-ended items on the survey, teachers conveyed how the project has impacted their pedagogy.

> *I'm more active in civics now and this attitude inspires my students and coworkers. (teacher, Romania)*
>
> *My teaching has changed as I have learned to include in my lessons real examples of democratic practice, of citizenship involvement and decision making. (teacher, Romania)*
>
> *I find it easier to guide students to seek arguments to support their positions. I am more patient in listening to students explanations of their positions. I insist that students listen to each other in order to express their own opinion. (teacher, Serbia)*
>
> *My teaching style became more democratic. (teacher, Ukraine)*
>
> *You pay more attention to issues of democracy and problems that arise in the society, and link them with the topic of the lesson when students can express their civic position and find ways of addressing them – this is really interesting. (teacher, Ukraine)*
>
> *The DID project has encouraged a deeper level of facilitation on my part. It is my hope that as I continue to foster this skill, my students will become more adept critical thinkers with the ability to draw conclusions from a multitude of concepts.*

> *DID is a perfect forum for the students to problematize and construct their group knowledge of critical issues facing our democracy, as well as those developing throughout the world. (teacher, New Jersey teacher)*

The Primary Purpose of Deliberation: Teachers' Views

In Year Two, we asked teachers: "In your opinion, what is the primary purpose of deliberation?" Teachers' responses are shown in Table 14. Teachers cited student behaviors (e.g., listening to others, civic engagement, increased discussion), attitudes (e.g., tolerance, understanding), skills (e.g., considering multiple perspectives, using evidence to support opinions, developing opinions), and knowledge (e.g, knowledge of global issues), all of which are important outcomes of deliberation. Almost one-fourth of the teachers linked the purpose of deliberation to the concept of democracy.

Table 14. Teacher Response to "In your opinion, what is the *primary* purpose of deliberation?" (N = 80)

The Primary Purpose of Deliberation[a]	**N**	**%**[b]
Listening to others	19	24
Examining an issue from all sides; multiple perspectives	18	23
To better understand democracy	18	23
To think about/be aware of timely/global issues	12	15
Using facts/evidence to support one's position	12	15
To learn to respect others' opinion; to be tolerant	11	14
To increase civic engagement	10	13
To increase/develop critical thinking	9	11
Understanding others' opinions without necessarily agreeing	6	8
To learn to build consensus	6	8
To develop one's own opinion	5	6
Increase discussion about controversial issues	4	5
To learn to compromise	3	4
The DID Program	3	4
An exchange of views	2	3

[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.

Summary:

It is clear that the *Expanding DID Project* has had an important impact on teachers' content and pedagogical knowledge. Almost 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. Teachers identify the primary purpose of deliberation with many of the outcomes identified by scholars.

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. Similar to Year One, 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 our school has been great, the school administration agreed to schedule changes; the students' involvement in specific project activities; the Romanian coordinator by giving us additional information. My coworkers and American partners, by exchanging ideas about some activities of the project. (teacher, Romania)*
>
> *Support from Citizen's Initiatives by providing consultations, providing materials, training about topics, providing the opportunity for experience and knowledge exchange with colleagues, trust, encouragement and partnership. Also, direct cooperation and work with colleague from school with whom I am in this project. (teacher, Serbia)*
>
> *Support from the project, the school administration, teachers of English. High level of professional development sessions. (teacher, Ukraine)*
>
> *The materials are outstanding. Well researched, written and the when used with the model allows something amazing to happen with the students. (teacher, Indiana)*
>
> *The project works no matter what your level of involvement is because all materials can be accessed online and easily distributed to students. What works is the ease at which one can bring this program into the classroom. (teacher, New Jersey)*
>
> *The support from the project coordinators was phenomenal- the professors at Seton Hall are highly committed to working with us, and as a result of our regular professional development meeting and classroom observations, I have become a better teacher, and my deliberations were more effective with each year. (teacher, New Jersey)*

Table 15 summarizes the responses from teachers on the open-ended survey item.

Table 15. Sources of Support Most Helpful to Teachers in Implementing Deliberations (N = 78)

Source of Support	**N**	**%**[a]

Site Coordinator	55	71
Other Teachers	41	53
School Administration	15	19
Professional Development Workshops	9	12
Teacher Exchange	9	12
Materials	6	8
Their Students	5	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.

Summary:

Teachers report multiple sources of support to enable them to implement the goals and objectives of the *Expanding 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 no longer a stated goal of the project, 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 91.3% of the teachers (74 of 81) conducted a minimum of three deliberations in their classrooms.

Table 16. Frequency of Deliberations Conducted by DID Teachers During the 2008-2009 School Year

Number of Deliberations Conducted During 2008-2009 School Year	Number of Teachers	% of Teachers
2 Deliberations	7	8.6
3 Deliberations	38	47.0
4 or More Deliberations	36	44.4
TOTAL	81	100

On the written questionnaire, teachers were asked: "What difficulties in implementing deliberation did you encounter?" Table 17 shows the categories of responses mentioned by more than one teacher.

Table 17. Difficulties Encountered by Teachers in Implementing Deliberations (N = 78)

Difficulty in Implementing Deliberations	N	%[a]
Time/scheduling issues	29	37
None	17	22
Prompting/maintaining student interest	11	14

Internet/Discussion Board Issues	8	10
Mastering the method/Not debating	7	9
Difficulty of topics	6	8
Video Conference Issues	2	3
Making Curricular Connections	2	3

[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.

Lack of time and/or scheduling constraints was again the most frequent difficulty encountered by teachers; in Year One, 30% of teachers reported time as an obstacle to implementing deliberation. European and U.S. teachers were equally likely to report both the difficulties they encountered, and the ways in which they (when possible) overcame those difficulties.

> *At the beginning students did not want to listen to different opinions, later the situation was improved. They understood if they listen to different opinions they can learn something new and accept it. (teacher, Macedonia)*
>
> *On some issues we encountered difficulties in understanding different terms [e.g. cloning], but we managed to exceed them through personal research, and also working with students in finding additional information about the theme. (teacher, Romania)*
>
> *The only difficulty has been finding time to integrate the deliberation into my subject's curriculum and pacing guides. I overcame the difficulty by choosing deliberation topics that related very closely to my curriculum and tying the deliberation very closely to the lesson plan. (teacher, Indiana)*
>
> *Making a connection with the curriculum. I changed schools this year which means that I changed subjects that I teach. For students to be sold on the project, curriculum connections must be made. As a group we are working on better making these connections. As I know my curriculum the best, I will work on making better connections this summer. (teacher,Maryland)*

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 time constraints, student interest, and mastering the difference between debate and deliberation (Discussion Board issues will be addressed in another section).

> *The only persistent problem in Serbia is the length of school period – 45 minutes. For DID it is necessary to connect two school periods, and that requires coordination and exchanges with colleagues, but it's not impossible. (teacher, Serbia)*
>
> *Students are at different levels, and it is not always possible to involve them in work. I tried to raise their interest by using interactive activities, found interesting factual information, created a positive emotional environment. (teacher, Ukraine)*

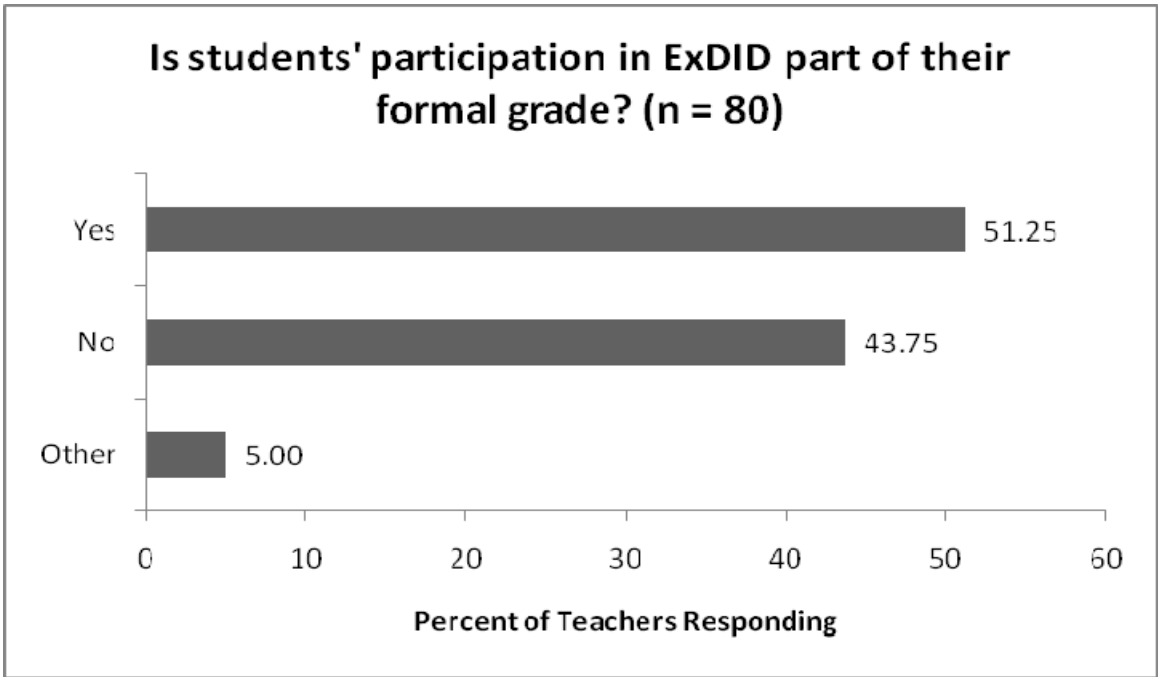
I noticed some students wanted to dominate and argue the points; the skill of deliberating was a new avenue for them without arguing and debating. (teacher, Indiana)

The program when done properly takes a lot of time, more time than I can afford to sacrifice from an average level class. I found myself constantly behind in the curriculum in the class that I conducted deliberations. (teacher, New Jersey)

Assessment and the Classroom Deliberations

We know that one way in which teachers can motivate students to participate in the *Expanding DID Project* is to include participation in their formal grades. When asked if student participation was graded (see Table 18) slightly more than half of the teachers said "yes." It is important to note that several teachers, particularly those in Europe, offer *Expanding DID Project* as an extra-curricular activity, and so do not offer a formal grade.

Table 18. Teachers' Grading Policies

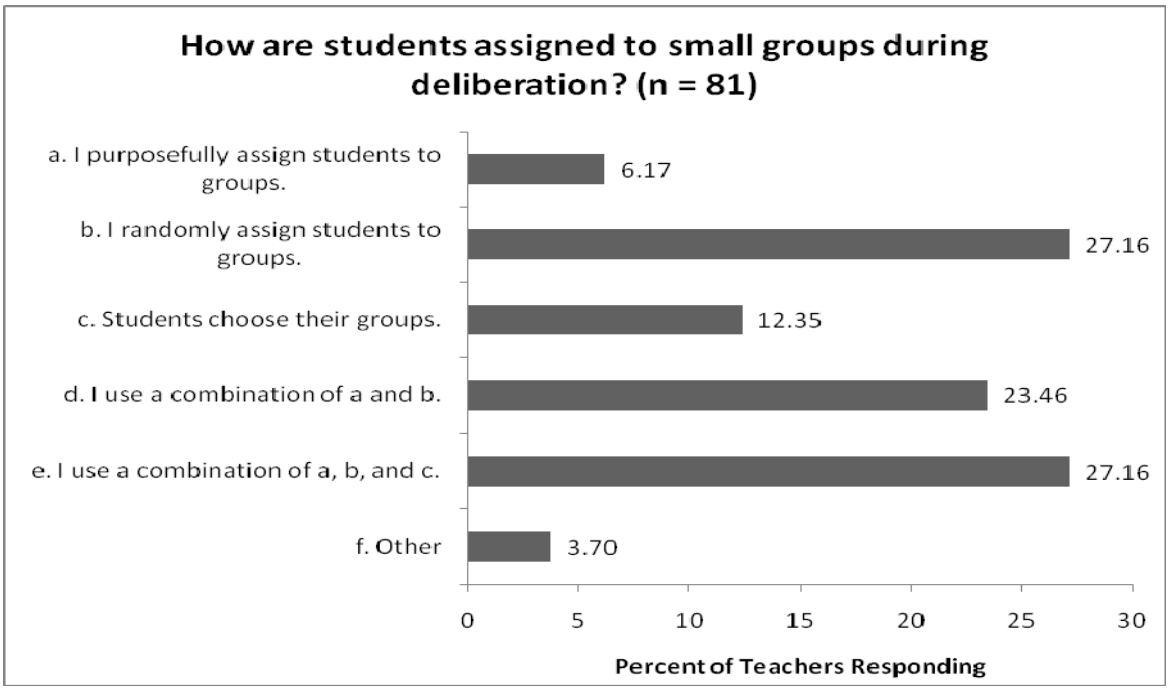


For those teachers who chose "other," responses included "worksheet grade for their reflections" (teacher, Maryland) and "scheduled class, but is not graded" (teacher, Serbia).

Student Grouping and the Classroom Deliberations

When asked how they group their students (see Table 19), the majority of teachers answered that they primarily used either random assignment, or some blend of purposeful assignment, random assignment, and student choice.

Table 19. Teachers' Grouping Practices



For those teachers who chose "other," responses included "students choose groups, I assign partner" (teacher, Maryland) and "a, b, c, d" (teacher, Macedonia).

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 20, all teachers (100%) 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 20. Teachers' Belief They will Continue to Use Deliberation (N = 81)

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%	0.0%	2.5%	17.3%	80.2%

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

Discussion Board: Teachers Section

The Discussion Board was structured a bit differently during Year Two of Expanding DID. Where there were previously two areas of the Discussion Board which allotted space for teacher-to-teacher communication, this year each partnership was given the option to structure their Partnership Forum as they wished. Unlike the previous year, there was no Teachers Only Forum for all *Expanding DID Project* teachers; the only Teachers Only Forums were sub-forums of the Partnership Forums. Table 21 lists which partnerships chose to include a Teachers Only Forum, the number of topics within each forum, and the total replies to all topics within each forum. Four of the seven partnerships chose to include a Teachers Only Forum, and each of these forums was very rarely used. The Serbia/Los Angeles partnership used their Teachers Only forum most often, followed by the Romania/Montgomery County partnership.

Table 21. Teacher Only Forums

Forum	**Teacher Only Forum?**	**Topics**	**Replies**
Macedonia/Bloomington	X	2	2
Macedonia/Fairfax County			
Macedonia/South Carolina			
Romania/Montgomery County	X	2	4
Serbia/Los Angeles	X	3	7
Serbia/South Carolina			
Ukraine/North Jersey	X	1	1

Most of the postings in the Teachers Only Forums were introductions, with little interaction between teachers. It is possible and probable that teachers read what their peers wrote, but did not feel the need or have the time to respond.

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. Many teachers, however, became more adept at overcoming obstacles during the year. 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. Teachers used the Discussion Board sparingly, and some partnerships chose not to use it at all for teacher communication, presumably because those teachers preferred to communicate via

email (if at all).

Student Learning

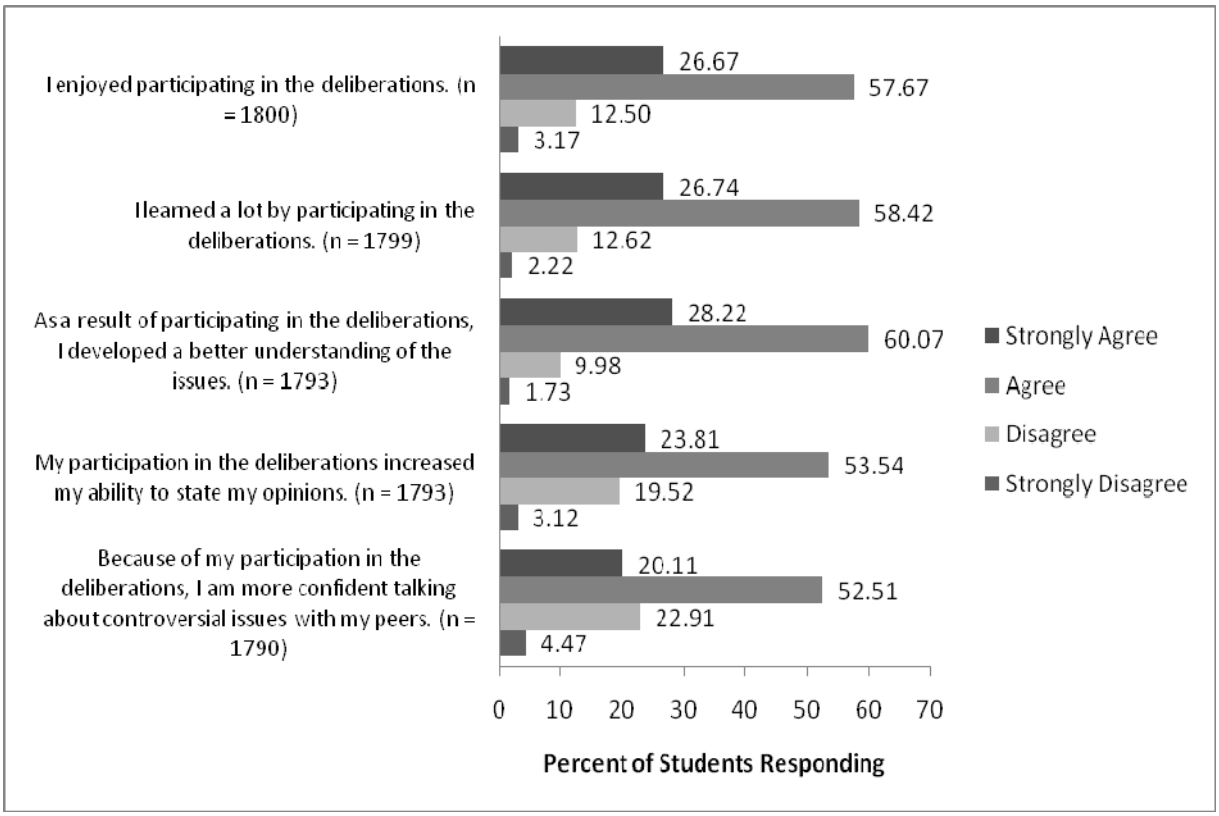
The fifth evaluation question is: Are the goals and objectives of the professional development experience reflected in student learning? There are three distinct but overlapping components of the *Expanding DID Project* intended to promote student learning: the classroom deliberations (the core of the project), the Discussion Board, and the videoconference. 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

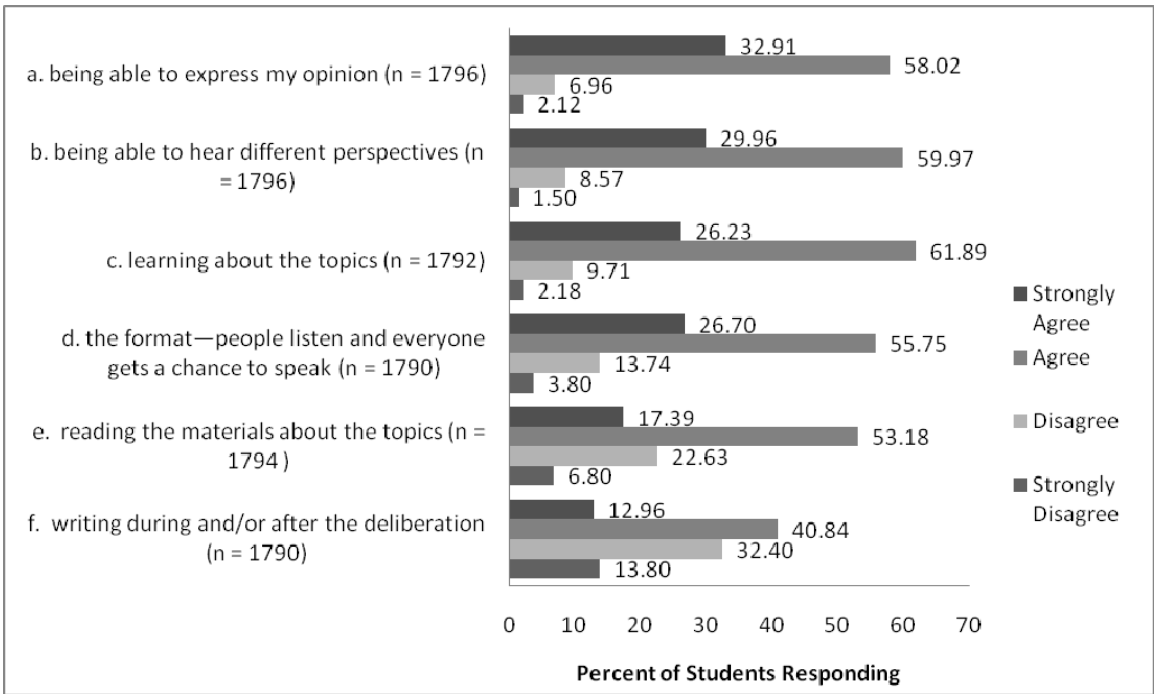
Five items on the student survey asked students about their experiences with the deliberations. Between 78-88% of the students responded that they had increased their knowledge and skills as a result of participating in the deliberations (see Table 22, the 2nd, 3rd, and 4th items). Eighty-two percent (85%) reported that they enjoyed the deliberations, and almost three-fourths (73%) reported developing more confidence in their ability to discuss controversial issues with their peers as a result of participating in the deliberative process.

Table 22. Students' Self-Report of Experiences with Deliberations (in percentages)



Students were asked to indicate the degree to which they enjoyed various aspects of the deliberation process (Table 23). 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. Sixty-percent (60%) of the students enjoyed reading the text, and more than one-half (54%) of the students enjoyed writing activities associated with the deliberation process.

Table 23. Students' Report of What They Enjoyed About the Deliberations (in percentages)



When asked from which deliberation they had learned the most, students were most likely to report the *Globalization and Fair Trade* and *National Service* issues (see Table 24). Among the topics students most enjoyed deliberating were *Cloning, Euthanasia,* and *Violent Videogames.* It is worth noting that in most cases, enjoyment and learning are closely related (within 10 percentage points of one another). There are exceptions, however. Students were much more likely to report that they learned the most from the *Globalization and Fair Trade* and the *Preventive War* issues, but were much less likely to report that they enjoyed these topics most. Conversely, students enjoyed the *Violent Videogames* issue, but were much less likely to report that they learned the most from deliberating about the issue. One word of caution: The results are difficult to interpret because sites deliberated different sets of issues. A more fine-grained analysis would compare students who deliberated the same three sets of issues.

Table 24. Topics Students "Most Enjoyed," From Which They "Learned the Most" (N = 1809)

Topic	**Number of Students Deliberating Topic**	**"Most Enjoyed" Topic %**	**"Most Learned" Topic %**
Cloning	560	36.8%	32.7%
Crime and Punishment	105	12.4	5.7

Cyberbullying	513	23.8	19.5
Domestic Violence	562	29.2	30.2
Educating Non-citizens	74	4.1	6.8
Euthanasia	237	35.4	34.6
Free and Independent Press	59	1.7	3.4
Freedom of Expression	458	27.7	19.9
Freedom of Movement	488	18.9	24.8
Global Climate Change	265	15.8	18.9
Globalization and Fair Trade	216	15.7	43.5
Juvenile Justice	378	31.8	26.5
Minorities in a Democracy	191	8.4	17.8
National Service	430	31.2	36.0
Preventive War	62	22.6	35.5
Public Demonstrations	559	25.8	26.3
Recycling	589	16.8	22.2
Violent Videogames	429	35.7	18.0
Voting	399	14.8	19.8
Youth Curfews	192	31.8	25.0
Other	79	24.1	26.6

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 25 and 26 show the percentage of students by site who talked about the deliberations with family members and peers outside of class, respectively.

Table 25. Students' Report of Discussing Deliberations with Family Members (in percentages)

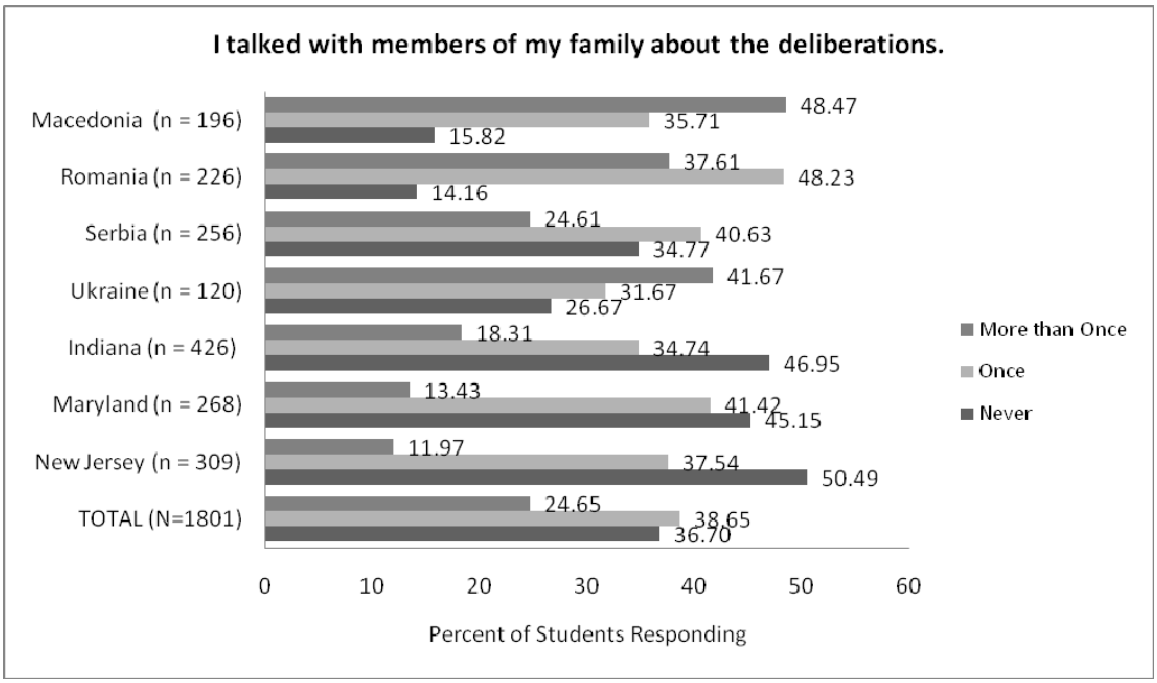
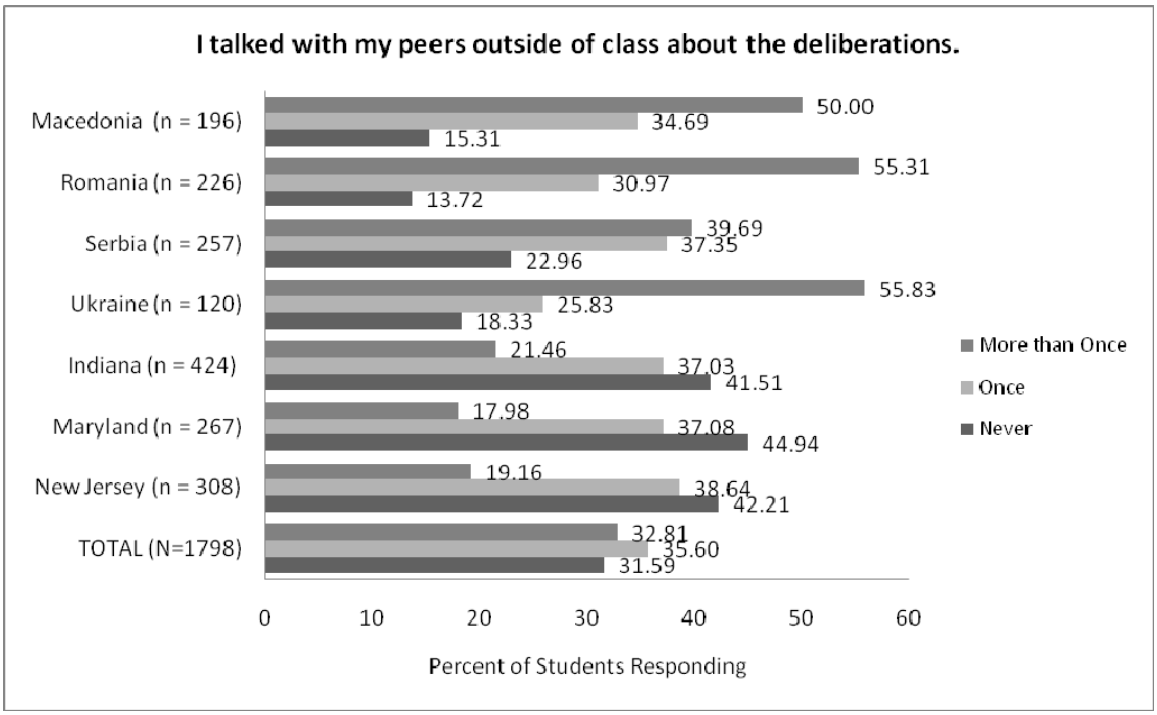


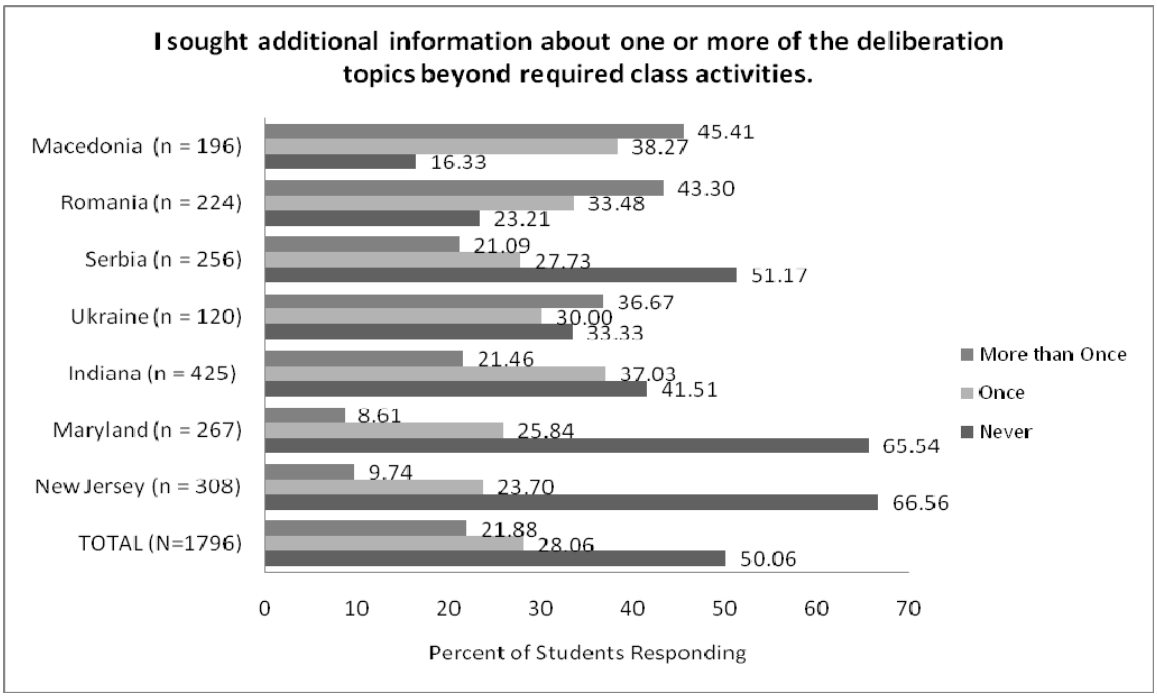
Table 26. Students' Report of Discussing Deliberations with Peers Outside Class (in percentages)



It is clear from Tables 25 and 26 that the European teens were much more likely to talk with their family and peers about the deliberation process than were the young people in the United States. Further, with the exception of the Serbian students, the European

students were also much more likely to seek additional information about one or more of the deliberation topics beyond class activities or assignments (see Table 27).

Table 27. Students' Report of Seeking Additional Information about Deliberation Topics Outside Class (in percentages)

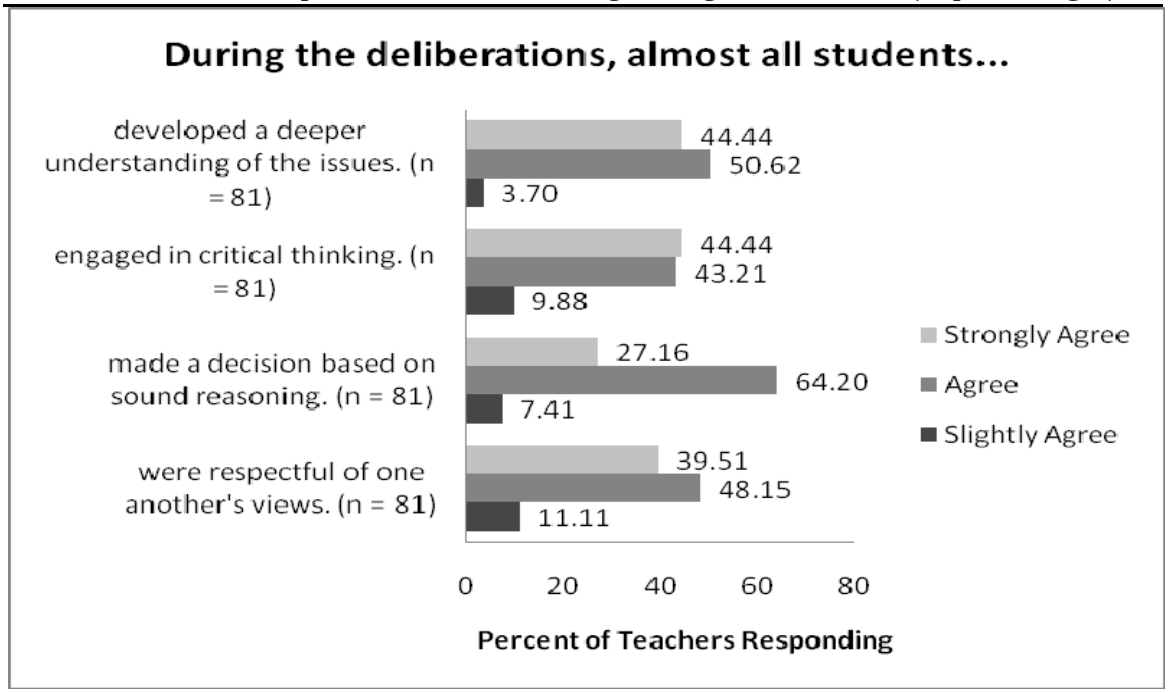


Similar to Year One, Macedonian students were most likely to seek additional information about one or more of the deliberation topics beyond required classroom activities (Table 27). In general, Tables 25-27 suggest that the European students were somewhat more interested in the deliberation process and topics than were the U.S. students. The data from Year One showed a similar pattern.

Teachers' Perceptions of the Classroom Deliberations

All 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 28). This is similar to the percentage reported in Year One.

Table 28. Teachers' Report of Student Learning through Deliberation (in percentages)



Note: Less than 2% of teachers disagreed with all items.

The Expanding DID Project 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 students could utilize the Discussion Board to deepen their knowledge about the deliberation topics and other issues important to young people around the world. 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 was revised for Year Two of the *Expanding DID Project*, and was organized a bit differently than the previous years. There were four primary Forums: Deliberation Topics, All Students, Partnerships, and Site Directors Only. In this section of the report, we will look more closely at the first three of those Forums. Each Forum consisted of any number of sub-forums, which in turn housed numerous threads. For example, within the All Students Forum, students from all sites (both the *DID Project* and *Expanding DID Project*) were invited to post in the two sub-forums, *What Makes a*

Democracy and *Virtual Exchange*. Each sub-forum contained several threads, and those threads allowed for multiple discussions. The *Virtual Exchange* sub-forum had three threads, *My Democracy*, *My School*, and *My Home*, which gave students the opportunity to share about their lives with their peers in different cities and countries. Each of the partnerships contained sub-forums which were created and maintained by the Site Coordinators and teachers at each site. Because each site constructed their site partnership sub-forum as they saw fit, none of the partnerships sub-forums were identical. Some included threads for each classroom partnership, while others included threads for all students in that site partnership. Within these sub-forums, the classroom partners created and responded to topics initiated by the Site Coordinator or by any teacher or registered student.

Table 29 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. Students from Maryland, New Jersey, and Ukraine reported the highest level of activity in the online discussions. These three sites were also most active on the Discussion Board during Year One.

Table 29. Student Participation in Online Discussions

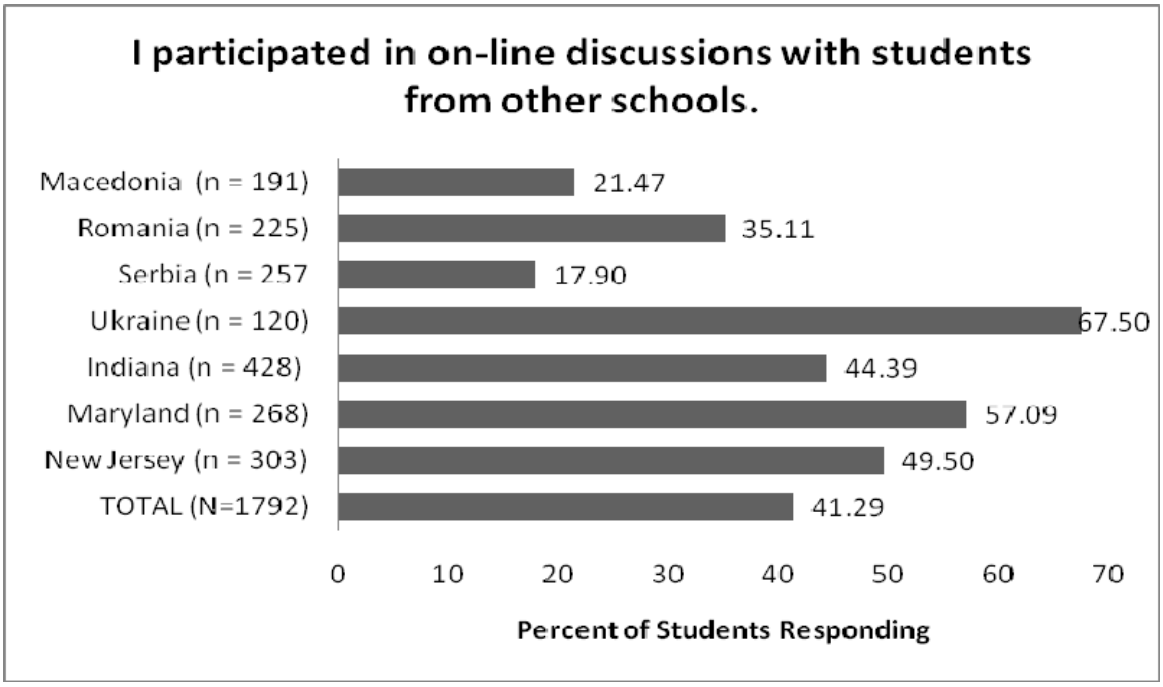


Table 30 shows the number of posts on the *Expanding DID Project* Discussion Board for students and teachers at each site, as well as the number of posts by students to the site partnership topics. The number of members by site varies significantly, from slightly over 200 in Ukraine to just over 600 in Indiana. The total number of student posts in Year Two is 4,008, which is almost four times as many posts as in Year One (1,683).

Table 30. Discussion Board Posts by Students and Teachers by Site

Site	**Student Members (n)**	**Total Posts by Students**	**Total Posts by Students to Site Partnerships**	**Teacher Member s (n)**	**Total Posts by Teachers**
Macedonia	244	12	0	12	7
Romania	347	450	233	15	89
Serbia	265	78	18	12	10
Ukraine	219	307	284	17	53
Indiana	615	1,574	10	13	21
Maryland	567	866	691	12	26
New Jersey	427	721	558	15	64
Total	**2,684**	**4,008**	**1,794**	**96**	**270**

Partnership Forums

The Partnership Forums were designed by the Site Coordinators and teachers at each site to best suit each partnership's needs. As seen in Table 30, the Ukraine/New Jersey partnership made the most use of this section of the *Expanding DID Project* Discussion Board. Indiana, whose students logged the highest number of posts, posted sparingly in the partnership forum; this may be due to the relatively few posts by their partner site, Macedonia. Macedonia continued to have problems accessing and connecting to the internet during Year Two of *Expanding DID Project*.

> *Internet connection at our school is weak, during class time it was impossible to get any communication. (teacher, Macedonia)*
>
> *Most of the time there was no internet at our school or was very weak, some students do not have internet at home, therefore there was not much exchange. teacher, Macedonia)*
>
> *Not having internet in schools decreased active communication with other students teacher, Macedonia)*
>
> *They [students] did not participate online due to lack of possibility for internet at school. (teacher, Macedonia)*

Within the partnerships that utilized this section of the *Expanding DID Project* Discussion Board, many of the posts were similar to those in the other sections, in that few posts generated responses from other students, either about personal issues or deliberation topics. Of those posts that did generate responses, the interactions between students were similar to the following exchange between Ukraine and New Jersey students about recycling, which illustrates a particularly thoughtful discussion.

11-08-2008, 02:01 PM

North Jersey, New Jersey, USA: Student		Join Date: Oct 2008 Posts: 4

Quote:

> Originally Posted by **Ukraine Student**
> *I think thet government must help producer to recycle their products.*

I think you make a really great point. The government should definitely help manufacturers recylce because sometimes the costs are too high for a company to manage on its own. How do you think the government can help? Should the government fund recycling? Provide places where large quantities of things can be recycled? What do you think?

11-15-2008, 01:34 PM

Kiev , Ukraine: Student		Join Date: Sep 2008 Posts: 4

Quote:

> Originally Posted by **New Jersey Student**
> *I think you make a really great point. The government should definitely help manufacturers recylce because sometimes the costs are too high for a company to manage on its own. How do you think the government can help? Should the government fund recycling? Provide places where large quantities of things can be recycled? What do you think?*

I think that there are two methods of the decision of this problem with the help of the government.

The first one is when the government will subsidize the manufactures to recycle their waists.
The second one is when some manufactures will sum up their money and let the special companies to recycle their wastes, and the government will compensate a part of their expenses.

As for me, the first method is a more effective and it is a more economical for the manufactures, which will recycle their wastes more effectively, as they know the technology of their production.

Although this type of exchange was not common, it shows that the Discussion Board can provide a useful and productive way for students from different sites to interact with each other.

Table 31 shows the number of postings by all student members from each site. For example, 226 Serbian students and 168 New Jersey students did not post at all.

Conversely, one Ukrainian student and four Indiana students each posted between 21-50 times.

Table 31. Students' Participation on Discussion Board by Site and Number of Posts

Site	**0**	**1**	**2-5**	**6-10**	**11-20**	**21-50**
Macedonia	234	9	1			
Romania	140	76	122	8	1	
Serbia	226	27	10	1	1	
Ukraine	98	54	59	5	2	1
Indiana	301	95	89	107	19	4
Maryland	256	61	228	22		
New Jersey	168	83	161	15		
Total	**1,423**	**405**	**670**	**158**	**23**	**5**
Percent	53%	15%	25%	6%	1%	>1%

As shown in Table 31, 53% of all student members did not post during Year Two of the *Expanding DID Project*; in Year One 46% of all student members did not post. Fifteen percent (15%) of all students posted only once. Interestingly, 25% of students posted 2-5 times, which may indicate that the somewhat limited number of students who did use the Discussion Board found it beneficial. Alternatively, this may indicate that teachers required posting on the Discussion Board, and students may have viewed their posts as simply fulfilling their assignment. 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 53% 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 data from the Discussion Board indicates that 47% of registered student users posted one or more messages. However, note that in Table 29 the student responses to the post-survey indicate that 41% of all students participated in the Discussion Board. The discrepancy is most likely due to students who did not complete the post-survey. Thus we can state that 41%-47% of all students participated in the online discussions. For those members showing posts in their name (excluding the 53% who did not post at all), an average of 3.2 posts were made per student. This is an increase from Year One, when posting averaged 1.4 posts per student.

The number of posts does not, of course, reveal anything about the content or quality of the posts. Sometimes, the most substantive conversations occurred between students at the same site. Following is a representative example of an exchange of opinions between Indiana students after their classroom deliberation about whether democracies should have a guest worker program during the *Freedom of Movement* deliberation. This exchange occurred in the Deliberation Topics Forum, in the *Freedom of Movement* sub-forum, in the Personal Opinion thread:

03-18-2009, 12:27 PM

Indianapolis, Indiana, USA: Student		Join Date: Oct 2008 Posts: 30

Quote:

> Originally Posted by **Indiana Student**
> *i disagree because, we allow them to come in here to have a job that we have extras of. well the sad thing is right now the unemployment rate is rising and that's american citizens who PAY TAXES!!! We as american citizens are losing our jobs.*

But are the jobs that are being taken worth having? If, as many seem to believe, the immigrants take laboring jobs such as construction, then would you really want that job in the first place? And what about those highly skilled and educated workers who can't become legal citizens, what about them? They could be helping our country by becoming doctors or lawyers or scientists and yet they can't because they can not get citizenship. Maybe they'd even help to CREATE jobs but they can't.

While I believe that ILLEGAL immigration is a problem, it's only an issue for one reason. They don't pay taxes. If we made it easier to become a citizen, this could easily be solved. People seem terrified at the thought of guest workers not wanting to leave our country and wanting to become citizens, but what is so wrong with that? Oh no! Don't help better our country and start paying taxes that can go to our schools and hospitals! The horror!

03-18-2009, 12:28 PM

Indianapolis, Indiana, USA: Student		Join Date: Sep 2008 Posts: 12

so your saying that they get to stay here, reap the benefits of our country which American citizens help build! they arent even citizens and dont pay taxes!!!! [student] i dont want to hear it yes the jobs are worth having.

03-18-2009, 12:31 PM

Indianapolis, Indiana, USA: Student		Join Date: Oct 2008 Posts: 30

Quote:

Originally Posted by **Indiana Student**
so your saying that they get to stay here, reap the benefits of our country which American citizens help build! they arent even citizens and dont pay taxes!!!! [student] i dont want to hear it yes the jobs are worth having.

Then maybe the people who are off complaining about how they can't get jobs should go and get a higher education? And if we made it easier to become a citizen, then they would not simply be "reaping the benefits of our country". They'd be helping to build it. I don't know what you think that you seem to have done to "help build your country" but I can assure you that you're not any more qualified to be called one of the "elite American citizens" than a guest worker or immigrant. They are probably doing much more to help our country than you are. While I don't particularly like the idea of competition in the workforce or in colleges, I think that they have just a right to get those jobs as I do. If they are more qualified than I am then I understand.

03-18-2009, 12:33 PM

Indianapolis, Indiana, USA: Student

Join Date: Sep 2008
Posts: 12

Quote:

Originally Posted by **Indiana Student**
But are the jobs that are being taken worth having? If, as many seem to believe, the immigrants take laboring jobs such as construction, then would you really want that job in the first place? And what about those highly skilled and educated workers who can't become legal citizens, what about them? They could be helping our country by becoming doctors or lawyers or scientists and yet they can't because they can not get citizenship. Maybe they'd even help to CREATE jobs but they can't.

While I believe that ILLEGAL immigration is a problem, it's only an issue for one reason. They don't pay taxes. If we made it easier to become a citizen, this could easily be solved. People seem terrified at the thought of guest workers not wanting to leave our country and wanting to become citizens, but what is so wrong with that? Oh no! Don't help better our country and start paying taxes that can go to our schools and hospitals! The horror!

yes [student] the schools you and I go to!! they get to reap all the benefits!!!
go become a citizen please!!
hay with what money will the people get a higher education. they dont have a job (the one your precious guest workers have) !

Note the times of these posts – they begin at 12:27 pm on March 18, 2009, and end just six minutes later, at 12:33 pm. This is not surprising, when the fast-paced nature of online communication is taken into account. For students who are used to chatting online or posting on each other's Facebook and MySpace walls, it is not unexpected that they would approach the *Expanding DID Project* Discussion Board the same way. It is

possible that the quick response of their classmates, combined with an interesting and truly controversial topic, prompted these students to enter into this dialogue on the *Expanding DID Project* Discussion Board.

All Students Forum

Table 32 shows all the sub-forums and threads in the All Students section of the Discussion Board. The data indicate that students from almost all of the *Expanding DID* sites gave information or opinions on political or personal topics. The "My Home" sub-forum elicited the most replies, with students discussing their hobbies and favorite holidays.

Table 32. Participation in the Students Only Section of the Discussion Board

Forum	Sub-Forum	Thread	Sites Represented	Posts
What Makes a Democracy	Citizen Participation	How do you participate in your democracy?	Ukraine	1
			Indiana	3
			New Jersey	1
			Total	**5**
		Rate your Democracy	Romania	2
			Indiana	16
			Maryland	2
			New Jersey	2
			Total	**22**
	Political Tolerance	Rate your Democracy	New Jersey	1
			Total	**1**
		Minority Voices	Romania	1
			Indiana	2
			Total	**3**
			TOTAL	**31**
Virtual Exchange	My Democracy	National Symbols	Romania	1
			Ukraine	3
			Indiana	19
			Maryland	1
			New Jersey	1
			Total	**25**
		National Heroes – tell us about your heroes	Serbia	2
			Indiana	3
			Maryland	1
			New Jersey	3
			Total	**9**
		Living in a Democracy	Ukraine	1
			Indiana	2
			New Jersey	1
			Total	**4**
	My School	Clubs and Groups	Romania	3
			Serbia	7
			Indiana	3
			Maryland	2
			New Jersey	8
			Total	**23**

		Student Government	New Jersey	2
			Ukraine	2
			Total	**4**
	My Home	Hobbies and Activities	Romania	3
			Serbia	15
			Ukraine	6
			Indiana	12
			New Jersey	6
			Total	**42**
		Home for the Holidays	Romania	1
			Ukraine	3
			Indiana	6
			Maryland	1
			New Jersey	2
			Total	**13**
			TOTAL	**120**

Although the threads in the Virtual Exchange sub-forum allowed students to discuss their interests and lives outside of school, few *Expanding DID Project* students entered into conversations about their interests. Those who posted in these forums generally wrote something similar to the following post from an Indiana student. The post did not generate any response from other students.

10-08-2008, 03:45 PM

Indianapolis, Indiana, USA: Student

Join Date: Oct 2008
Posts: 6

Away from school I sometimes do coloring commissions for an online community site, though on the side I tend to other creative arts. At my school I'm involved with World Cultures Club that celebrates cultures from all over the world. We also have a few exchange students with us as well. It's pretty fun in the club really.

Deliberation Topics Forum

Tables 33a, 33b, and 33c detail the Deliberation Topics Forum. This Forum was the largest, as it contained a sub-forum for each of the twenty deliberation topics, and each sub-forum subsequently housed as many as twelve threads related to the deliberation topic. In order to better understand how this Forum was used, the posting data has been divided into thirds, based on the number of posts per sub-forum.

Table 33a. Participation in the Deliberation Topics Section of the Discussion Board (Most Popular Topics)

Forum	Thread	Sites Represented	Posts
Public Demonstrations	Personal Opinion	Indiana	153
		Total	**153**
	Share comments about your class deliberation on	Indiana	83

	public demonstrations	**Total**	**83**
	Taking Action	Indiana	47
		Total	**47**
	Have you ever participated in or observed a public demonstration?	Serbia	1
		Indiana	69
		New Jersey	1
		Total	**71**
		TOTAL	**354**
National Service	Personal Opinion	Indiana	145
		Maryland	1
		Total	**146**
	Taking Action	Indiana	52
		Total	**52**
	National Service and YOU!	Indiana	153
		Total	**153**
		TOTAL	**351**
Freedom of Movement	Personal Opinion	Romania	18
		Indiana	177
		Maryland	1
		Total	**196**
	Taking Action	Romania	1
		Indiana	127
		Total	**128**
	Student Discussion SZŠ Nymburk	**Total**	**0**
	Romanian Resources	**Total**	**0**
		TOTAL	**324**
Cyberbullying	Personal Opinion	Romania	90
		Indiana	9
		Maryland	31
		Total	**130**
	Taking Action	Romania	3
		Indiana	25
		Maryland	56
		Total	**84**
	Romanian Resources	**Total**	**0**
	U.S. Resources	**Total**	**0**
		TOTAL	**214**
Recycling	Personal Opinion	Romania	1
		Ukraine	6
		Indiana	5
		New Jersey	34
		Total	**46**
	Recycling from Denver	**Total**	**0**
	Recycling – Patrick Pereira	Indiana	2
		New Jersey	3
		Total	**5**
	Recycling	Romania	4
		Ukraine	1
		Indiana	4
		New Jersey	8
		Total	**17**
	Romanian Input	Romania	1
		Total	**1**
	Mary Kate Walch Recycling	Indiana	1
		Total	**1**
	Recycling, Jacqueline Chiari	Indiana	1
		New Jersey	1
		Total	**2**

	Taking Action	Indiana	3
		New Jersey	12
		Total	**15**
	Recycling – Dan van Ostenbridge	**Total**	**0**
	Recyling – Ian Henry	**Total**	**0**
	Eric Schwartz – recycling	New Jersey	10
		Total	**10**
	Mrs. Settembrino – Recycling Posts	New Jersey	2
		Total	**2**
		TOTAL	**198**
Cloning	Personal Opinion	Romania	10
		Ukraine	4
		Indiana	31
		New Jersey	49
		Total	**94**
	Taking Action	Ukraine	1
		Indiana	30
		Maryland	8
		New Jersey	6
		Total	**45**
		TOTAL	**139**

The amount of posting in these forums may reflect several parts of the *Expanding DID Project*. First, these were popular choices for deliberation topics with all partnerships, therefore, it is not surprising that there is a high level of activity in the forums corresponding with each topic. Second, these issues are quite timely in the lives of students, and therefore may have provoked more interest in continuing conversations with peers via the Discussion Board.

Again in these forums, the interactions between students at the same site are of interest. The following exchange demonstrates how students apply the deliberation process and principles of democracy they practiced in their classrooms to their posts on the Discussion Board. Note how students:

> share their opinions on the deliberation topic, using facts from their classroom learning and personal experiences;
>
> incorporate *Citizen Participation* and *Bill of Rights*, two principles of democracy, into their Discussion Board posts;
>
> analyze the reasons supporting and opposing *National Service*; and
>
> respectfully identify areas of agreement and disagreement with other students.

10-09-2008, 12:08 PM

Indianapolis, Indiana, USA: Student

Join Date: Oct 2008
Posts: 10

I personally am against National Service, if it were to happen in the United States, simply because it's leaning towards conformity. Although the government is trying to reshape America (which, I will admit, we need reshaping) I think it's more responsibility of the citizens to make that change rather than the government... don't get me wrong, though, I could be a little biased.

Quote:

> My reasons are that when a country's government forces people to commit to national service against their free will, it doesn't show that the people of the country are willing to service for the government. When it is volunteery then the people willingly commit themselves to better their enviroment and communtiy.

I couldn't have said that better myself.

EDIT:

Sorry, I forgot to add a few things... walking into the classroom the day of the deliberation, I was COMPLETELY against National Service. but after deliberating with my classmates, I suppose I found reasons to support it. I can't say now that I disagree with it in the same way I did walking into class that day. My views changed a bit, and I saw both sides of the fence. I'm still sticking to my opinion, though.

10-09-2008, 12:16 PM

Indianapolis, Indiana, USA: Student

Join Date: Oct 2008
Posts: 11

After deliberating about national service, I changed my views on the topic. I thought that national service would be something that had no negatives, but this is false. This is a restriction of the freedoms in America. People should not be forced to volunteer. This would cause some people to help others with a bad attitude, which is not acceptable. National service should be performed without an incentive.

10-09-2008, 12:27 PM

Indianapolis, Indiana, USA: Student

Join Date: Oct 2008
Posts: 6

At first, I thought that I was totally against mandatory national service. But after deliberating with my classmates and seeing that there are many different types of service I changed my mind. There was really only one reason that i was against it, that being I don't want to go into the military by force not even be choice. But, during the deliberation I was informed that there are services I can do, like volenteer work at home.

10-09-2008, 05:14 PM

Indianapolis, Indiana, USA: Student | Join Date: Sep 2008 Posts: 10

like you when i walked into class i ws against national service(mandatory). After talking about this topic i am for national sercive. There is always a good and bad side to everything and ppl. who oppose this just hear me out. Being forced to do something gives us self dicipline. We can't quit in the middle of something because we were tired of it. Manadatory national service we can achieve a lot and it is the ppl helping the ppl. There would be so many of us that things would also get done quicker. Problems would get solved.

10-24-2008, 07:07 PM

Evansville, Indiana, USA: Student | Join Date: Aug 2008 Posts: 1

I definitely agree with [student]. In my opinion, mandatory service is a violation of the Bill of Rights and individual rights alike. But like [student] said, after the deliberation I started to come around; also like she said, military service, I think, should not be included in the options. If it will progress society in some way, then that would be fantastic.

10-09-2008, 12:28 PM

Indianapolis, Indiana, USA: Student | Join Date: Oct 2008 Posts: 7

When i first heard about National Service i thought it sounded like a decent idea that would benefit the Country. After i formed my own opinions, and heard the opinions of others, my idea changed. I dont think that National Service would be a good idea. People are lazy and would not be willing to serve. I think that it would be much more effective if you chose to do this yourself. They say that National service would disipline us. But really would it? Our attitudes sadly would become negative toward serving.

10-09-2008, 05:07 PM

Indianapolis, Indiana, USA: Student | Join Date: Sep 2008 Posts: 10

Quote:

> Originally Posted by **[Student]**
> *When i first heard about National Service i thought it sounded like a decent idea that would benefit the Country. After i formed my own opinions, and heard the opinions of others, my idea changed. I dont think that National Service would be a good idea. People are lazy and would not be willing to serve. I think that it would be much more effective if you chose to do this yourself. They say that National service would disipline us. But really would it? Our attitudes sadly would become negative toward serving.*

I agree with this and think that national service should only be voluntary because then no one would ever want to serve others. It would be an awful thing for everyone in

America to be against serving people. Thanks for bringing up that point [student]

10-31-2008, 04:10 PM

Columbia, South Carolina, USA: Student		Join Date: Sep 2008 Posts: 6

Quote:

> Originally Posted by **[Student]**
> *When i first heard about National Service i thought it sounded like a decent idea that would benefit the Country. After i formed my own opinions, and heard the opinions of others, my idea changed. I dont think that National Service would be a good idea. People are lazy and would not be willing to serve. I think that it would be much more effective if you chose to do this yourself. They say that National service would disipline us. But really would it? Our attitudes sadly would become negative toward serving.*

I agree with you totally. I thought it was okay before too. Nicely done.

10-09-2008, 12:30 PM

Indianapolis, Indiana, USA: Student		Join Date: Oct 2008 Posts: 8

Before we prepared to deliberate on this issue, I admit that I knew next to nothing about National Service and what would be required in order to make it mandatory. As I researched this topic, it became unappealing to me; I was imagining being forced to enter the military amongst other things. I admit that my first, selfish thought was "*I* don't want to have to do this."

However, during the deliberation, I came to realize that several others shared the same viewpoint about how people would be forced into this. I couldn't imagine how the government would be able to make this mandatory without causing riots or other issues to break out. My simplistic view only became supported with facts and theories of what would happen.

Even so, I realized that we have to do something about services in our country. One thought of mine is, how common are the good-hearted volunteers who actually want to help without being forced? A stereotype of Americans is that we are lazy -- if this is true then not enough of us would volunteer to make a difference. We need to change that even if national service is not an option.

10-09-2008, 12:42 PM

Indianapolis, Indiana, USA: Student		Join Date: Oct 2008 Posts: 8

When I first learned that we would be deliberating about national service, I didn't fully understand the topic. After reading a couple of articles, I really learned what national service was and I decided that I was still on the fence about the issue. I could see the pros and cons for both sides so i figured that I would wait until the deliberation to

take a stand.

Quote:

> There is absolutely nothing wrong with volunteering. Of course volunteering is a good thing. Mandatory national service however, I disagree with. Mandatory national service would cost a lot of money, and take a lot of effort to organize. That isn't the biggest problem though. The biggest problem is the attitude people would have if they were forced to volunteer. If it is mandatory national service, it's more like be volunteered than volunteer. The attitude people would have if they were forced to volunteer would be completely different than if they wanted to volunteer. You would get a lot of people who didn't want to be there. There is nothing good about a person giving back to other people if they have a horrible and negative attitude about it. There are some good ideas with this mandatory national service, like being able to choose where you serve, and gettting paid. The only problem with those ideas is there would probably be too many people wanting to work for the same charity. For example, there would be a lot more people wanting to do some easier volunteer jobs, and there would be a very little amount of people doing the disgusting and more difficult jobs. There would be a thousand people willing to clean up the parks in the city, vs. two people wanting to clean the city dump and sewers. That is why i believe that mandatory national service isn't such a good idea.

After having these ideas explained to me, I realized that I was against national service. I agreed with most of what this quote said and it was all brought up in our discussion. The deliberation was definitely helpful in forming my opinion.

Table 33b shows those topics which received a fair amount of attention, but which were not nearly as popular as those in Table 33a. In all sub-forums, it is clear that some sites dominated the conversation, while others were less active. It is also important to note, as seen in the example used with Table 33a, that these forums were used by students in both the *DID* and *Expanding DID Projects.* Therefore, while some of these topics were less popular with the students in *Expanding DID Project*, they may have been used quite a bit by the *DID Project* students.

Table 33b. Participation in the Deliberation Topics Section of the Discussion Board (Moderately Popular Topics)

Forum	Thread	Sites Represented	Posts
Violent Video Games	Personal Opinion	Romania	1
		Serbia	1
		Indiana	24
		Maryland	1
		Total	**27**
	Personal Opinion	Indiana	57
		New Jersey	2
		Total	**59**
	Taking Action	Romania	2
		Serbia	1
		Indiana	20

		Total	**23**
		TOTAL	**109**
Juvenile Justice	Personal Opinion	Romania	45
		Indiana	30
		Maryland	2
		Total	**77**
	Romanian Resources	Romania	3
		Total	**3**
	Taking Action	Romania	2
		Indiana	7
		Total	**9**
	Teacher Evaluation after the Lesson	**Total**	**0**
		TOTAL	**89**
Globalization & Fair Trade	Personal Opinion	Maryland	56
		New Jersey	7
		Total	**63**
	Taking Action	Indiana	2
		Maryland	10
		Total	**12**
		TOTAL	**75**
Freedom of Expression	Personal Opinion	Romania	1
		Indiana	30
		Total	**31**
	Taking Action	Romania	1
		Indiana	25
		Total	**26**
	Romanian Input	**Total**	**0**
		TOTAL	**57**
Euthanasia	Personal Opinion	Ukraine	2
		Indiana	44
		Total	**46**
	Taking Action	Romania	3
		Indiana	7
		New Jersey	1
		Total	**11**
		TOTAL	**57**
Domestic Violence	Taking Action	Serbia	3
		Indiana	10
		Total	**13**
	Personal Opinion	Romania	10
		Serbia	9
		Indiana	17
		New Jersey	1
		Total	**37**
	Opinion of students from Gymnazium nad Kavalirkou	**Total**	**0**
	SZŠ Nymburk – summary of the discussion	**Total**	**0**
	Romanian Input	**Total**	**0**
		TOTAL	**50**
Global Climate Change	Personal Opinion	Romania	5
		Serbia	12
		Indiana	6
		Maryland	1
		Total	**24**
	Taking Action	Serbia	1
		Indiana	5
		Maryland	3
		Total	**9**
	"Cap-and-Trade" Resources	**Total**	**0**
		TOTAL	**33**

Table 33c shows those topics which were least popular in the Deliberation Topics Forum. Several of these topics were not deliberated by any classes during the 2008-2009 school year, which may explain the sparse posting in these areas.

Table 33c. Participation in the Deliberation Topics Section of the Discussion Board (Least Popular Topics)

Forum	Thread	Sites Represented	Posts
Educating Non-Citizens	Personal Opinion	Indiana	9
		New Jersey	3
		Total	**12**
	Taking Action	Indiana	18
		New Jersey	2
		Total	**20**
		TOTAL	**32**
Voting	Taking Action	Indiana	4
		Total	**4**
	Personal Opinion	Romania	2
		Serbia	4
		Indiana	16
		Maryland	5
		Total	**27**
	Romanian Input	**Total**	**0**
		TOTAL	**31**
Youth Curfews	Taking Action	Serbia	1
		Indiana	5
		Total	**6**
	Personal Opinion	Indiana	24
		New Jersey	1
		Total	**25**
		TOTAL	**31**
Crime and Punishment	Personal Opinion	Macedonia	12
		Romania	1
		Indiana	2
		Total	**15**
	Should democratic states permit the death penalty?	**Total**	**0**
	Taking Action	**Total**	**0**
		TOTAL	**15**
Minorities in a Democracy	Personal Opinion	Serbia	3
		Indiana	3
		Total	**6**
	Taking Action	Romania	2
		Indiana	2
		Total	**4**
		TOTAL	**10**
Preventive War	Preventive War	Indiana	2
		Total	**2**
	Personal Opinion	Indiana	4
		Total	**4**
	Taking Action	**Total**	**0**
	Palin's Knowledge of the Bush Doctrine	**Total**	**0**
		TOTAL	**6**
Free and Independent Press	Taking Action	Indiana	3
		Total	**3**
	Personal Opinion	Indiana	1
		Total	**1**
		TOTAL	**4**

Table 34 shows the polls that were conducted on the www.deliberating.org website. *Expanding DID Project* staff members initiated the 20 polls based on deliberation topics. Unlike previous years, when the polls were part of the Discussion Board itself, Year Two saw the polls on the front page of the DID website, which allowed for DID and *Expanding DID Project* participants to vote, as well as anyone else who visited the website. Due to this accessibility, it is difficult to draw many conclusions about the results of the polls. Whereas the previous polls allowed for comments after voting, the new polling system did not have room for comments.

Table 34. Polls Conducted on the Deliberating in a Democracy (DID) Website[a]

Poll Question	Responses	Yes (%)	No (%)	Undecided (%)
Should our democracy permit therapeutic cloning of human cells?	305	58	32	10
Should our democracy ban the death penalty?	237	35	54	11
Should our democracy allow schools to punish students for off-campus cyberbullying?	455	32	56	12
Should our democracy require health care providers to report evidence of domestic abuse to the police?	133	73	16	11
Should our democracy extend government support for higher education to immigrants who -as young people- entered the country illegally?	134	43	44	13
Should our democracy permit physicians to assist in a patient's suicide?	187	56	30	14
Should our democracy permit private monopolies of broadcast news media in local communities?	68	41	41	18
Should our democracy permit hate speech?	283	47	37	16
Should our democracy have a guest worker program?	434	36	50	14
Should our democracy adopt a cap-and-trade system to limit greenhouse gas emissions?	90	64	19	17
In response to market globalization, should our democracy provide "fair trade" certification for coffee and other products?	103	51	22	26
In our democracy, should juvenile offenders who are accused of serious violent crimes be prosecuted and punished as adults?	156	56	35	10
Should our democracy fund elementary education for children of minority groups in their own language?	59	42	46	12
Should all adult citizens in our democracy participate in one year of mandatory national service?	198	27	60	13
Should the Bush Doctrine of preventive	93	35	35	29

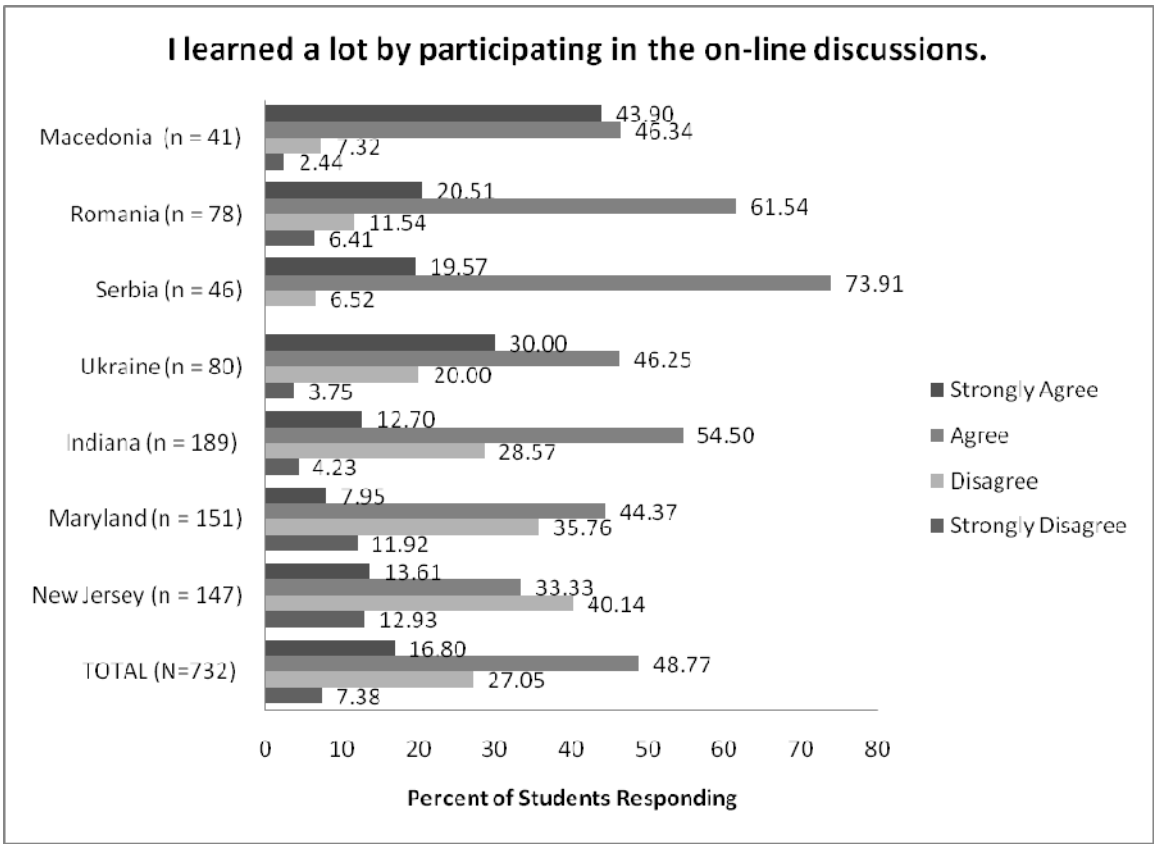
war be part of U.S. foreign policy?				
Should our democracy have the power to prohibit unauthorized public demonstrations?	356	38	42	19
Should our democracy require manufacturers to recycle their products?	294	76	12	13
Should our democracy place criminal penalties on anyone who sells, rents, or shows violent video games to minors?	159	15	78	7
Should voting be compulsory in our democracy?	535	21	69	10
Should our democracy impose curfews on people under age 18?	165	27	59	14

[a]These numbers reflect all sites participating in the *DID Project* and the *Expanding DID Project* because the data could not be disaggregated. The polls are accessible to anyone visiting the DID website, therefore it is expected that people voted who did not formally participate in DID or *Expanding DID Project*.

Students' Perceptions of the DID Discussion Board

Tables 35 and 36 show students' reports of their experiences on the Discussion Board. Of the students who reported participating on the Discussion Board (41.3%), over half (65.6%) said they learned a lot from their participation, which is a slight increase from Year One (60.3%). Of these same students, (83.5%) said they enjoyed the experience, which is similar to Year One (86.7%).

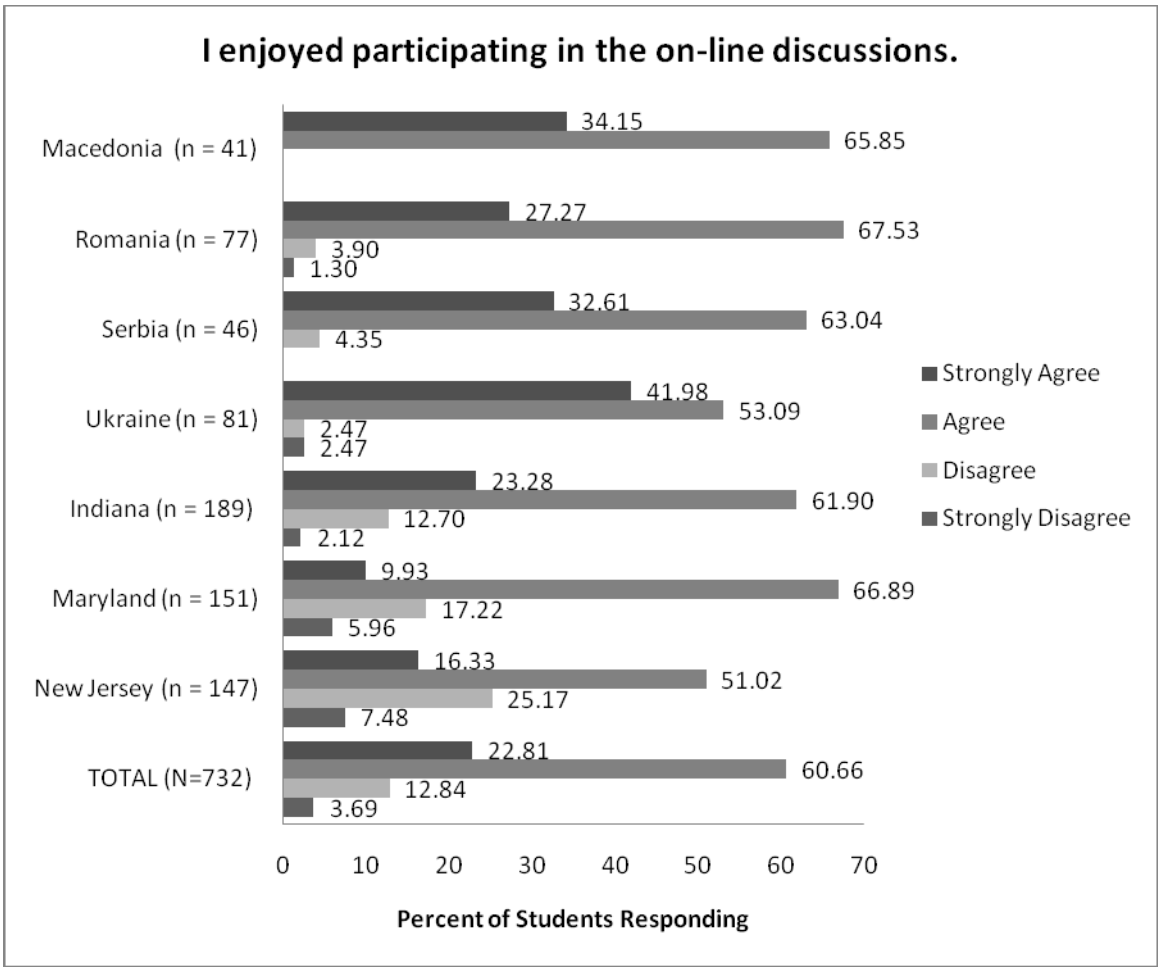
Table 35. Students' Self-Report of Learning through Online Discussions (in percentages)



Students in Serbia were most likely to report that they had learned a lot from participating in the online discussions; however, few students in Serbia actually participated in the online discussions. This is interesting, because the students who learned the most from the Discussion Board in Year One were the students from Indiana, which had similarly limited participation. It is unclear what implications this may have in the future. 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. These are the same sites which self-reported the least amount of learning in Year One.

As shown in Tables 35 and 36, students were more likely to report that they *enjoyed* the online discussions (83.5%) than that they *learned* a lot from the online discussions (65.6%). This is similar to Year One. Macedonian students were most likely to report a high level of enjoyment, which was also the case in Year One. Students from Maryland and New Jersey, who reported learning the least, also reported the least enjoyment while using the Discussion Board.

Table 36. Students' Self-Report of Enjoyment of Online Discussions (in percentages)



Teachers' Perceptions of the DID Discussion Board

Table 37 shows how the teachers rated the effectiveness of the online interactions. Similar to Year One, their perceptions are significantly less favorable than their perceptions of other aspects of the *Expanding DID Project.*

Table 37. Teacher Perceptions of the Effectiveness of the Online Interactions (N = 81)

Item:	NR	VI	I	si	se	E	VE
How effective were the online deliberations?	30.9%	3.7%	7.4%	11.1%	32.1%	12.3%	2.5%

Note: NR = No response, 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 38).

Table 38. Teacher Response to "What about the online interactions worked particularly well?" (N = 51)

Aspect of Online Interactions that Worked Well[a]	**N**	**%**[b]
Student's communicating, expressing their opinions	30	59
Didn't work	7	14
Polls	5	10
Ease of access	5	10
Students able to practice English	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.

Following are comments representative of the *Expanding DID Project* teachers' responses to the open-ended question: "What about the online interactions worked particularly well?"

> *Enabling students to communicate with peers from other countries and to learn about their way of thinking. (teacher, Serbia)*
>
> *Opportunity to compare one's opinions about the deliberation issues with those of partner. (teacher, Ukraine)*
>
> *Students enjoyed being able to voice their opinion in a public forum. ((teacher, Indiana)*
>
> *Encouraging my students to pose questions in their posts. (teacher, Maryland)*

The most significant problems, aside from technical problems, associated with the Discussion Board appear to have been the low level of activity on the board and the amount of time which would elapse between posts (see Table 39).

Table 39. Teacher Report of Difficulties with Online Component (N = 54)

Difficulty with Online Component[a]	**N**	**%**[b]
Technical/Logistical Problems – no computer access, couldn't log in	17	31
Low Activity	11	20
Lag Time Between Posts	11	20
Language barrier	8	15
None	7	13
Lack of Student Interest	5	9
No Personal Connections Between Students	3	6
Discussion Board was hard to navigate/boring interface	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:

> *Since there were no discussions. They have always posted on line their opinions after deliberation, without any particular participation in discussions. (teacher, Romania)*
>
> *The lack of immediate feedback, except from their own classmates, caused their interest to wane rather quickly. Few of them returned to the forum later, and I didn't have class time to take them back. (teacher, Indiana)*
>
> *Slow responses from the partners, questions left unaddressed, no personal connections made. (teacher, Maryland)*

Another issue which arose on the Discussion Board during Year Two, and which was brought to the attention of the *Expanding DID* staff, was the use of homophobic slurs. The topic of same-sex marriage was broached in several threads, and the language became problematic for some students and teachers. In the words of one teacher from Indiana:

> *I was shocked by a student from another state in the US who bashed homosexuals; this had no place in the forum. It outraged some of my students. I tried to use it as a teachable moment. (teacher, Indiana)*

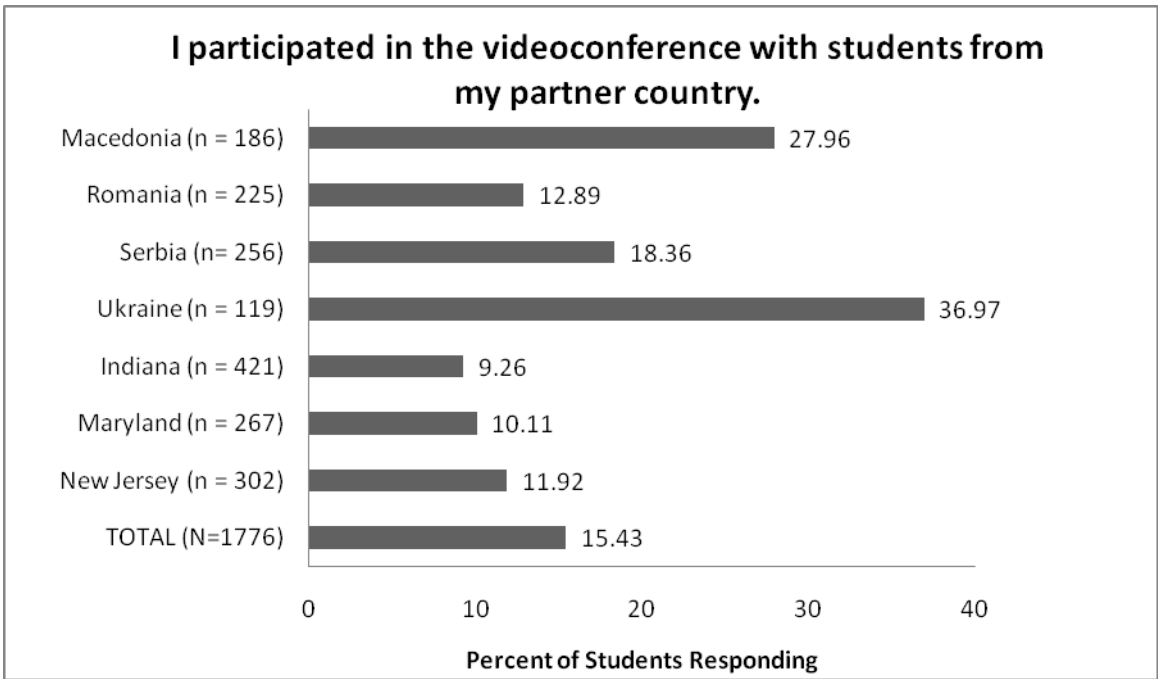
This comment exemplifies the tension inherent in the Discussion Board, and may help us understand why it has never become as integrated into the *DID* and *Expanding DID Projects* as it could be. Without moderation, students feel freer to express themselves and to use less formal language, and to be less careful about their treatment of others. This may result in some of the honest communication seen in the examples earlier in this section. However, it also allows for the insults to which this teacher objected. Designing a safe, yet open online environment has proved challenging.

Although some students and teachers voiced outrage and concern over the homophobic posts on the Discussion Board, through these exchanges participants experienced the struggle between the exercise of freedom of expression in a democracy and the protection of individuals and minority groups. Thus, youth in the *Expanding DID Project* are already experiencing and participating in the democratic civic life.

The Videoconferences

On the written questionnaire, approximately 15% of the students reported that they had participated in a videoconference (see Table 40); this is higher than the percentage reported in Year One (less than 10%).

Table 40. Student Participation in Videoconference(s) (in percentages)



Students' Perceptions of the Videoconferences

Of the 261 students who participated in a videoconference and responded to the survey item, 95% reported that they learned a lot (see Table 41). This is significantly higher than in Year One, when 80% responded that they learned a lot from the videoconference. Similar to Year One, 95% of the students "strongly agreed" or "agreed" that they enjoyed their participation in the videoconference (see Table 42).

Table 41. Students' Report of Learning from Videoconference(s) (in percentages)

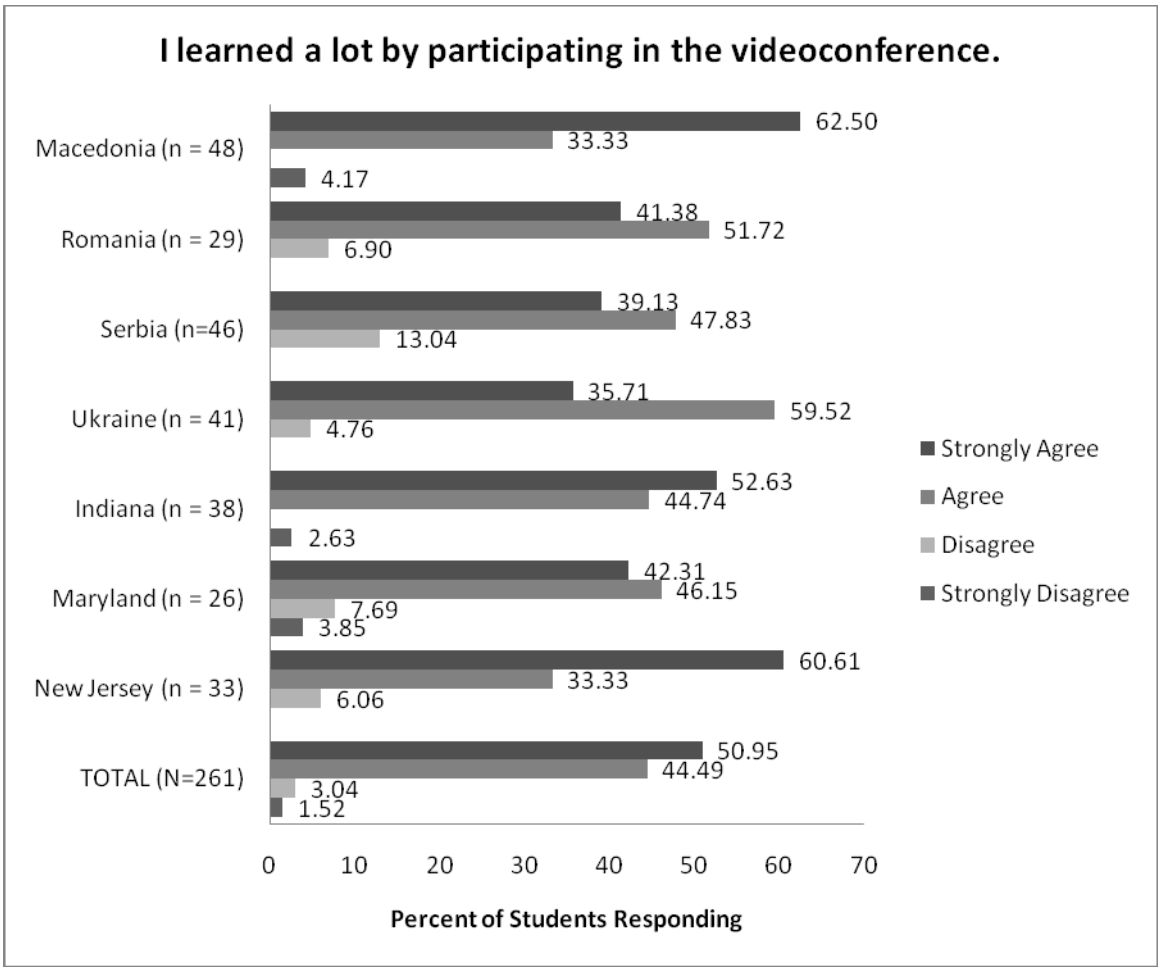
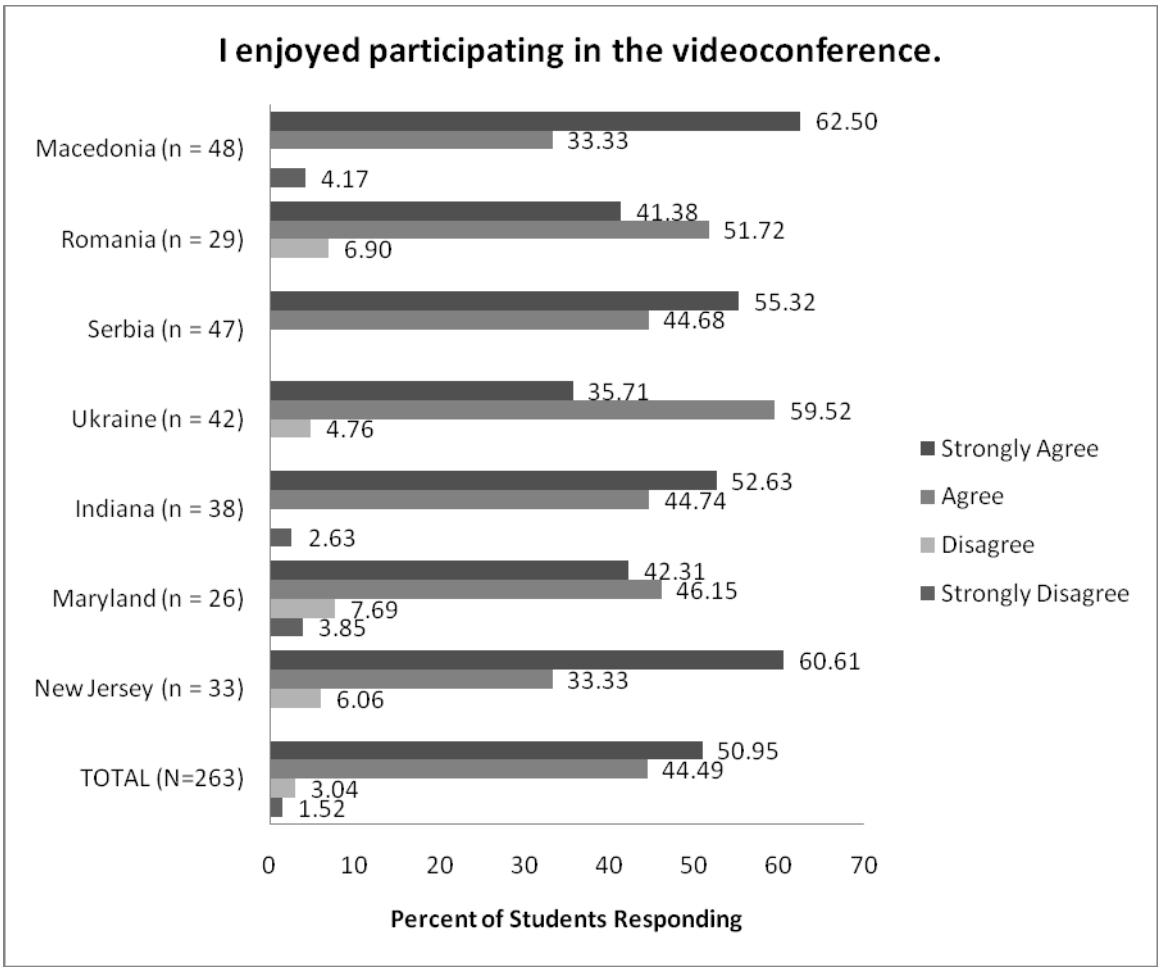


Table 42. Students' Report of Enjoyment of Videoconference(s) (in percentages)



Teachers' Perceptions of the Videoconferences

Approximately 95% of the teachers who rated the videoconferences deemed it "effective" at some level (see Table 43).

Table 43. Teacher Perceptions of the Effectiveness of the Videoconference(s) (N = 81)

Item:	**NR**	**VI**	**I**	**si**	**se**	**E**	**VE**
How effective was the videoconference?	23.5%	3.7%	0.0%	1.2%	3.7%	28.4%	39.5%

Note: NR = No response, 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 videoconference worked particularly well?" teachers were most likely to mention, as they did in Year One, 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.

Students witnessed how much similarities they have about everything. This contributes to dissipate prejudices and encourage future participation in international project as this one. (teacher, Serbia)

Opportunity for students to see one another, to ask questions, to share impressions of the project, to speak about their school, to discuss issues with peers that are of equal concern to young people. (teacher, Ukraine)

Seeing other students made it more real to them and helped them remember. The quote that was particularly revealing is when my student said that he "never realized how decisions the US makes have such a big impact on people in other countries." This was from a student who was not even born in the US. (teacher, Maryland)

Teachers offered suggestions for future videoconferences in their responses to an open-ended survey item; 28% of the reporting teachers indicated the desire for more videoconference (see Table 44).

Table 44. Teacher Suggestions for Future Videoconferences (N = 53)

Suggestions for Videoconferences[a]	**N**	**%**[b]
Hold More Videoconferences	15	28
None	13	25
More Free Talk	5	9
Include More Students	5	9
Tech Improvements – picture and sound	3	6
Videoconferences Should be Longer	3	6
Record and Translate the Questions and Answers	2	4
Fewer Discussion Topics	2	4
Hold School-to-School Videoconferences	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.

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 45,[4] 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 change. These results are consistent with those from the *Expanding DID Project* in Year One and the original *DID Project* over five years.

[4] In order to assess change over time, Tables 44 and 45 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.

Table 45. 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 = 1,172)	2.45 ***2.64***	.000***	9.2% ***4.9***	45.3% ***39.7***	36.6% ***41.6***	8.9% ***13.8***
2. When political issues or problems are being discussed, I usually have something to say. (n = 1,168)	2.80 ***2.88***	.000***	5.5 ***3.3***	26.1 ***25.9***	51.7 ***50.5***	16.7 ***20.3***
3. I am able to understand most political issues easily. (n = 1,169)	2.79 ***2.89***	.000***	3.6 ***3.0***	26.7 ***21.2***	56.5 ***59.4***	13.2 ***16.4***
4. I am interested in politics. (n = 1,166)	2.49 ***2.49***	.868	14.5 ***14.4***	35.0 ***36.1***	38.0 ***36.0***	12.5 ***13.5***

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.

Students were asked to indicate the degree to which they discuss controversial issues with peers, parents, and teachers (see Table 46). There were statistically significant increases in the degree to which students reported discussing controversial public issues with peers and teachers. The findings for items 1 and 3 are similar to those from Year One of the project. On item 2, however, data from Year One showed a significant increase in the degree to which the students report discussions of controversial public issues with their families. A more fine-grained analysis (probably by site and age) might explain these different findings.

Table 46. 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 = 1,176)	2.67 ***2.74***	.004**	9.1% ***7.3***	30.4% ***29.3***	45.2% ***45.2***	15.4% ***18.2***
2. With parents or other adult family members (n = 1,173)	2.96 ***2.94***	.428	4.9 ***5.2***	22.7 ***22.6***	44.5 ***45.5***	28.0 ***26.7***
3. With teachers (n = 1,173)	2.54 ***2.65***	.000***	12.9 ***10.8***	33.4 ***29.5***	40.4 ***43.1***	13.3 ***16.5***

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<.01

***p <.001.

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 videoconferences and then the Discussion Board. They expressed frustration at some of the technical problems encountered in both the videoconferences 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 videoconferences 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, Serbia, 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 Two, seven staff development programs were established, one in each of the above sites. [Table 9]
OUTCOME PARTIALLY ACHIEVED

2. *To involve 100 new secondary teachers in the staff development programs.*
Eighty-one teachers participated in the program during 2008-09. [Table 5]
OUTCOME PARTIALLY ACHIEVED

3. *Teachers will increase their understanding of democracy.*
Slightly over 93% of the teachers agreed (slightly to strongly) with the statement: "My participation in this project has deepened my understanding of democracy." [Table 13]
OUTCOME PRIMARILY ACHIEVED

4. *Teachers will strengthen their skills to facilitate classroom deliberations of civic issues.*
100% of the teachers "agreed" or "strongly agreed" with the statement: "After my involvement in this project, I have enough skill to conduct effective deliberations in my classroom." [Table 13]
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 91.3% (74 of 81) conducted a minimum of three deliberations in their classrooms. [Table 16]
OUTCOME PRIMARILY ACHIEVED

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

OUTCOME NO LONGER PART OF PROJECT

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

100% of teachers reported that "because of my involvement in this project, I will continue using deliberation in my classroom in the coming years." [Table 20]

OUTCOME ACHIEVED

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

Over 93% 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. [Table 10]

OUTCOME PRIMARILY ACHIEVED

9. *Approximately 3,000 secondary students will engage in authentic civic deliberations at the end of three years.*

In the first year of the *Expanding DID Project*, 1,811 students participated in civic deliberations. In Year Two, 1,405 new students participated in the *Expanding DID Project*. Thus, 3,216 secondary students participated in civic deliberations. [Table 7]

OUTCOME ACHIEVED

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

All teachers (100%) agreed at some level (slightly to strongly) that during the deliberations, their students had developed a deeper understanding of the issues, engaged in critical thinking made a decision based on sound reasoning, and were respectful of one another's views. [Table 28]

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 91.3% (74 of 81) conducted a minimum of three deliberations in their classrooms. [Table 16]

OUTCOME PRIMARILY ACHIEVED

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

OUTCOME NO LONGER PART OF PROJECT

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

Over 85% of students reported that they learned a lot by participating in the deliberations; 88% reported that they developed a better understanding of issues as a result of the deliberations. All but one teacher 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." [Tables 22, 28, 45]

OUTCOME ACHIEVED

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

98% of teachers reported ("slightly agree" to "strongly agree") that during the deliberations, almost all of their students engaged in critical thinking and made a decision based on sound reasoning. [Table 28]

OUTCOME ACHIEVED

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

Over 85% of students reported that they learned a lot by participating in the deliberations; 88% 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." The DID Curriculum materials used by the students provided historical and current contexts for the issues students deliberated. [Tables 22, 28 45]

OUTCOME ACHIEVED

16. *Students will value hearing multiple perspectives.*
90% of students reported that they really enjoyed "being able to hear different perspectives" during the deliberations. [Table 23]
OUTCOME ACHIEVED

17. *Students will be more confident in engaging in discussions of controversial issues with their peers.*
Almost 73% of students agreed with the statement: "Because of my participation in the deliberations, I am more confident talking about controversial issues with my peers." 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." The DID Curriculum materials used by the students provided historical and current contexts for the issues students deliberated. [Tables 22, 45]
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 videoconference, 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 Videoconference.* 80% of the students report "learning a lot" from the videoconference, 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 videoconferences. 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 videoconferences, and perhaps fewer devoted to the Discussion Board. We also recommend that consideration be given to holding at least two videoconferences 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

Topics and Deliberation Questions for 2008-2009

Deliberation Topic	**Issues Question**
Cloning	Should our democracy permit the therapeutic cloning of human cells?
Crime and Punishment	Should our democracy ban the death penalty?
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 Justice	In our democracy, should juvenile offenders who are accused of serious violent crimes be prosecuted and 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?
Preventive War	Should the Bush Doctrine of preventive war be part of U.S. foreign policy?
Public Demonstrations	Should our democracy have the power to prohibit unauthorized public demonstrations?
Recycling	Should our democracy require manufacturers to recycle their products?
Violent Videogames	Should our democracy place criminal penalties on anyone who sells, rents, or shows violent video games to minors?
Voting	Should voting be compulsory in our democracy?
Youth Curfews	Should our democracy impose curfews on people under age 18?

Appendix B
Calendar of Events for Sites: July 2008 – June 2009

	July-September	**October**	**November**	**December**	**January**
Macedonia /Indiana	September 26, 2008 Professional Development Session #1 (Indiana-Bloomington) September 26, 2008 Student Videoconference #1 (Macedonia/Bloomington, Indiana)	October 2008 Classroom Deliberation #1 (Indiana) October 2, 2008 Professional Development Session #1 (Evansville, Indiana) October 12-19, 2008 Teacher Exchange (Indiana to Macedonia) October 25 - November 1, 2008 Teacher Exchange (Macedonia to Indiana) October 28, 2008 Professional Development Session #2 (Indiana-All)	November 2008 Classroom Deliberation #2 (Indiana) November 13, 2008 Professional Development Session #1 (Macedonia)	December 10-15, 2008 Classroom Deliberation #1 (Macedonia) December 18, 2008 Professional Development Session #2 (Macedonia)	January 26, 2009 Professional Development Session #3 (Bloomington, Indiana)
Romania/ Maryland	August 14, 2008 Professional Development Session #1 (Maryland)	October 2008 Deliberation #1 (Maryland) October 2008	November – December 2008 Classroom Deliberation #2 (Maryland)	December 2008 Classroom Deliberation #2 (Romania)	January 2009 Classroom Deliberation #3 (Romania)

	September 12, 2008 Professional Development Session #1 (Romania) September 20, 2008 Professional Development Session #1 (con't) (Romania)	Deliberation #1 (Romania) October 28, 2008 Professional Development Session #2 (Maryland)	November – December 2008 Cyberbully Campaign (Romania) November 29, 2008 Professional Development Session #2 (Romania)	December 13, 2008 Student Videoconference (Romania/Maryland)	January 31-February 7, 2009 Teacher Exchange (Romania to Maryland)
Serbia/Los Angeles		October 2008 Deliberation #1 (Los Angeles) October 8, 2008 Professional Development Session #1 (Los Angeles) October 25-26, 2008 Professional Development Session #1 (Serbia)	November 2008 Classroom Deliberation #1 (Serbia) November 18, 2008 Student Videoconference #1 (Los Angeles/ Lithuania)	December 2008-January 2009 Deliberation #2 (Los Angeles) December 1, 2008 Serbian Teacher and Student Preparation Meeting for DVC December 3, 2008 Professional Development Session #2 (Los Angeles) December 9, 2008 Videoconference #1 (Moscow/Los Angeles) December 12, 2008 Videoconference #1 (Serbia/Los Angeles)	January 28, 2009 Professional Development Session #3 (Los Angeles)

				December 28, 2008 Professional Development Session #2 (Serbia)	
Ukraine/ New Jersey	September 11-12, 2008 Professional Development Session #1 (Ukraine) September 19, 2008 Professional Development Session #1 (New Jersey)		November 14, 2008 Special Videoconference (Ukraine/New Jersey) November 14-21, 2008 Classroom Deliberation #1 (Ukraine) November 19-21, 2008 Deliberation #1 (New Jersey) November 21, 2008 Student Videoconference #1 (Ukraine/New Jersey)	December 23, 2008 Videoconference #2 (Ukraine/New Jersey)	January 15, 2009 Professional Development Session #2 (New Jersey) January 27, 2009 Ukraine DID teachers conduct round table

	February	March	April	May	June
Macedonia /Indiana	February 2009 Classroom Deliberation #3 (Indiana) February 5-10, 2009 Classroom Deliberation #2 (Macedonia) February 19, 2009 Professional Development Session #3 (Macedonia)	March 2, 2009 Student Videoconference #2 (Macedonia/Indianapolis, Indiana) March 3, 2009 Professional Development Session #3 (Evansville, Indiana) March 5-15, 2009 Classroom Deliberation #3 (Macedonia) March 18, 2009 Professional Development Session #3 (Maryland)	April 29, 2009 Professional Development Session #4 (Bloomington, Indiana) April 29, 2009 Student Videoconference #3 (Macedonia/Evansville, Indiana)	May 2, 2009 Professional Development Session #4 (Evansville, Indiana) May 27, 2009 Professional Development Session #4 (Macedonia) May-June, 2009 Domestic Violence Campaign (Romania)	June 3, 2009 Professional Development Session #4 (Maryland)
Romania/ Maryland	February - April 2009 Classroom Deliberation #3 (Maryland)	March 2009 Romanian DID classes to Reeducation Center in Gaesti	April – May 2009 Classroom Deliberation #4 (Romania) April 13, 2009 Professional Development Session #3 (Romania)	May 2009 Romanian DID Teachers to University in Bucharest May 24, 2009 Professional Development Session #3 (con't) (Romania)	

			April 14-11, 2009 Teacher Exchange (Maryland to Romania)		
Serbia/Los Angeles	February 2009 Classroom Deliberation #2 (Serbia) Febuary 2009 – March 2009 Deliberation #3 (Los Angeles) February 16, 2009 Professional Development Session #3 (Serbia)	March 5, 2009 Student Videoconference #2 (Moscow/Los Angeles) March 17, 2009 Serbian Teacher and Student Preparation Meeting for DVC March 19, 2009 Student Videoconference #2 (Serbia/Los Angeles) March 26, 2009 Student Videoconference #2 (Serbia/Lithuania)	April 2009 Classroom Deliberation #3 (Serbia) April 2009 – May 2009 Additional Deliberations (Los Angeles) April 4-11, 2009 Teacher Exchange (Los Angeles to Serbia) April 11-18, 2009 Teacher Exchange (Los Angeles to Moscow) April 18-26, 2009 Teacher Exchange (Serbia to Los Angeles)		June 2009 Serbian Teachers and DID Staff hold preparation meetings for Summer DID Conference June 11, 2009 Professional Development Session #4 (Los Angeles)

Ukraine/ New Jersey	February 2009 Classroom Deliberation #2 (New Jersey) February 2, 2009 Professional Development Session #2 (Ukraine) February 10-17, 2009 Classroom Deliberation #2 (Ukraine)	March 22-28, 2009 Teacher Exchange (Ukraine to New Jersey)	April 2009 Classroom Deliberation #3 (New Jersey) April 10, 2009 Professional Development Session #3 (Ukraine) April 14, 2009 Student Videoconference #3 (Ukraine/New Jersey) April 19-26, 2009 Classroom Deliberation #3 (Ukraine) April 19-26, 2009 Teacher Exchange (New Jersey to Ukraine)	May 28, 2009 Professional Development Session #3 (New Jersey)	