

***THE DELIBERATING IN A DEMOCRACY (DID) PROJECT***

**EVALUATION REPORT: YEAR 5**

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## ***Executive Summary***

The primary purpose of the *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 Five of the *DID Project*, during which participants included teachers and students at six European (Azerbaijan; Czech Republic; Estonia; Kaluga, Russia; Lithuania; Moscow, Russia) and five U.S. (Chicago Metro, Illinois; Denver, Colorado; Fairfax County, Virginia; Los Angeles Metro, California; Columbia, South Carolina) sites.

The evaluation report is based on survey data collected from teachers and site coordinators. Major findings include the following:

*128 teachers participated in the professional development workshops to learn a model of deliberation, the Structured Academic Controversy (SAC).*

*Over 90% of the teachers rated the workshops effective in terms of content, materials, and pedagogy.*

*Almost 98% of teachers indicated they would continue to use deliberation in their classrooms during and after their participation in the project.*

*Over 95% of the teachers reported that “almost all” of their students engaged in critical thinking during the deliberations, and that the process helped students to develop a better understanding of issues.*

*29 teachers participated in teacher exchanges with their partner site. For many teachers, the experience greatly enhanced their worldview.*

Based on participants' responses, the *DID Project* is an excellent project that is meeting almost all of its goals.

### **Overview of the Project**

*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.

In its first year (2004-05), the *DID Project* was conducted with secondary teachers and their students in six sites: the European countries of Azerbaijan, the Czech Republic, and Lithuania; and the metropolitan areas surrounding Chicago, Los Angeles, and Washington, DC (Fairfax County, Virginia). Over the next several years, six additional sites joined the project (see below, site names and their years of participation). This report focuses on Year Five of the project, 2008-2009, during which six European and five U.S. sites participated in the *DID Project*.

<b><i>DID Project Sites</i></b>	
<u>Europe</u>	<u>United States</u>
Azerbaijan (years 1-5)	Chicago Metro, Illinois (years 1-5)
Czech Republic (years 1-5)	Columbia, South Carolina (years 2-5)
Estonia (years 2-5)	Denver, Colorado (years 2-5)
Lithuania (years 1-5)	Fairfax County, Virginia (years 1-5)
Russia: Kaluga (years 2-5)	Los Angeles Metro, California (years 1-5)
Russia: Moscow (years 2-5)	
Serbia (year 4)	

Hereafter, Chicago Metro, Illinois; Denver, Colorado; and Los Angeles Metro, California will be referred to as Chicago, Denver, and Los Angeles, respectively.

### ***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 (2000) 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?
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 *DID Project* Evaluation Team collected document and survey data from teachers and site coordinators.

### ***Project Description***

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 Structured Academic Controversy (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. At each site, at least three issues were identified for classroom deliberation (see Table 1).

Table 1. Issues Deliberated at Project Sites<sup>a</sup>

Issues	European Sites						U.S. Sites				
	AZ	CR	EST	LITH	KAL	MOS	CHI	COL	DEN	FF	LA
Cloning	X			X	X	X					
Crime and Punishment		X		X			X				
Cyberbullying				X		X	X			X	
Domestic Violence		X	X	X	X						
Educating Non-citizens											
Euthanasia	X			X	X		X				
Free and Independent Press											
Freedom of Expression							X				
Freedom of Movement			X						X		
Global Climate Change	X										X
Globalization and Fair Trade							X				
Juvenile Justice				X							X
Minorities in a Democracy							X				
National Service	X						X				X
Preventive War							X				
Public Demonstrations	X			X							
Recycling			X						X		
Violent Videogames				X							
Voting	X			X		X	X				X
Youth Curfews				X			X				
Other		X	X				X	X	X	X	X

<sup>a</sup>The exact wording of the issue questions can be found in Appendix A. Each site was partnered with another site (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 2. European-U.S. *DID Project* Partner Sites

<b>European Sites</b>	<b>United States Sites</b>
Azerbaijan	Fairfax County, VA
Czech Republic	Chicago
Estonia	Denver
Lithuania	Los Angeles
Russia: Kaluga	Columbia, SC
Russia: Moscow	Los Angeles

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 previously deliberated in their classrooms, ask questions about one another's cultures, and participate in issues polls. More information about the Discussion Board can be found in the Student Learning section of this report.

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

<b>Site</b>	<b>Teachers (n)</b>
Azerbaijan	1
Czech Republic	2
Estonia	0
Lithuania	0
Russia: Kaluga	0
Russia: Moscow	3
Chicago	1
Columbia, SC	8
Denver	3
Fairfax County, VA	4
Los Angeles	7
<b>TOTAL</b>	<b>29</b>

Finally, sites (with the exception of Kaluga, Russia) participated in one or more videoconferences during the school year, usually with their partner site. 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.

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

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<b>Site</b>	<b>Number of Videoconferences</b>	<b>Students (n)</b>
Azerbaijan	2	40
Czech Republic	2	42
Estonia	2	38
Lithuania	2	70
Russia: Kaluga	0	0
Russia: Moscow	2	100
Chicago	2	89
Columbia, SC	1	30
Denver	2	50
Fairfax County, VA	1	30
Los Angeles	6	300
<b>TOTAL</b>	<b>22</b>	<b>789</b>

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

*Teachers and Students.* One hundred and twenty-eight (128) secondary teachers from six countries in 11 sites participated in the *DID Project*. Table 5 provides relevant demographic data about the teachers. In general, the European teachers have significantly more years of teaching experience than do their U.S. counterparts. Although females outnumber males across sites, males are more likely to be part of the U.S. cadre of teachers as compared to their European colleagues.

Table 5. Teacher Demographics by Site <sup>a</sup>

Site	Teachers N (%)		Mean Years of Teaching Experience (Range)	Sex	
	N	%		F	M
Azerbaijan	13	10.2	18.31 (11-24)	12	1
Czech Republic	17	13.3	16.71 (2-35)	13	4
Estonia	7	5.5	22.14 (8-30)	4	3
Lithuania	15	11.7	20.27 (5-28)	14	1
Russia: Kaluga	6	4.7	18.33 (6-26)	6	0
Russia: Moscow	16	12.5	22.56 (3-32)	15	1
Chicago	11	8.6	8.91 (3-22)	7	4
Columbia, SC	9	7.0	13.67 (2-40)	7	2
Denver	9	7.0	9.56 (3-29)	7	2
Fairfax County, VA	7	5.5	12.86 (5-31)	4	3
Los Angeles <sup>b</sup>	18	14.0	15.17 (3-35)	11	7
<b>TOTAL</b>	<b>128</b>	<b>100%</b>	<b>16.58 (2 – 40)</b>	<b>100</b>	<b>28</b>

<sup>a</sup>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. Thirty-three 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.

<sup>b</sup>Missing two male teacher surveys.

Each teacher chose one class (a “target class”) to participate in the evaluation component of the *DID Project*; the students in the target classes participated in a minimum of three deliberations. Table 6 provides information about the number of students participating at each site.

Table 6. Teacher Report of the Number of Students Participating in at Least One Deliberation

Site	Number of Students Participating in at Least One Deliberation
Azerbaijan	279
Czech Republic	503
Estonia	170
Lithuania	411
Russia: Kaluga	333
Russia: Moscow	444
Chicago	964
Columbia, SC	230
Denver	607
Fairfax County, VA	381
Los Angeles	878
<b>TOTAL</b>	<b>5,200</b>

Over 68% of teachers involved in the project chose to use deliberation in more than one of their classes. Although we did not collect survey data from these additional classes, we estimate from teacher reports that 5,200 students participated in at least one deliberation exercise as a result of the *DID Project*. The number of classes in which teachers conducted DID deliberations is shown in Figure 1. The *DID Project* is being experienced by students outside of those classes formally evaluated via the surveys or interviews.

Figure 1. Number of Classes in which Deliberations were Conducted by Site

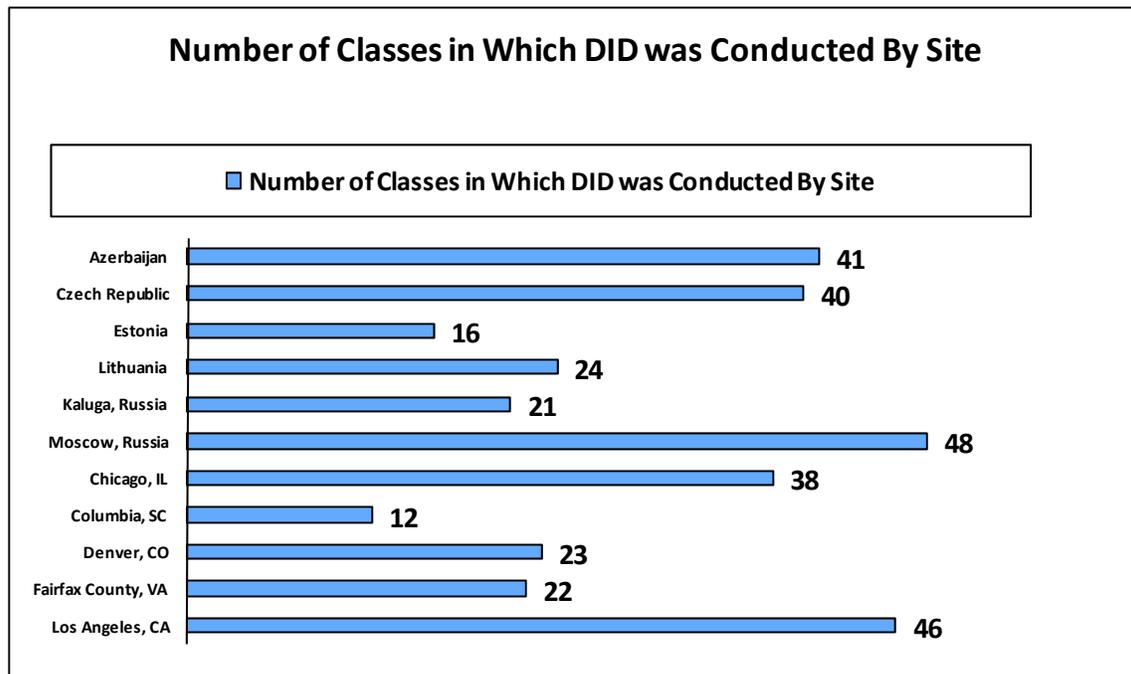


Table 7 shows the school subjects in which the deliberations were conducted. Approximately 65% of the deliberations took place in history, government/civics, English language (primarily European sites), and social science classes.

Table 7. School Subjects in Which Teachers Conducted DID Deliberations

School Subject	AZ <sup>a</sup>	CR	EST	KAL	LITH	MOS	CH	COL	DE	FF	LA	TOT
Economics	0	0	1	1	0	4	0	1	2	0	4	13
English Language	7	7	2	0	7	7	0	0	0	0	2	32
Extra-Curricular	3	1	0	2	4	8	0	0	0	0	1	19
Geography	0	0	1	0	1	0	1	2	1	0	1	7
Government/Civics	3	2	2	2	2	4	4	2	6	6	4	37
History	2	1	2	2	1	2	6	2	3	1	11	33
Homeroom	0	0	0	3	0	4	0	0	0	0	0	7
Humanities	1	0	0	0	0	0	0	0	0	0	0	1
Law	1	0	0	4	0	3	1	0	0	1	0	10
Science	0	0	0	2	1	0	0	0	0	0	0	3
Social Science	4	10	0	4	3	1	1	2	3	1	2	31
Other	1	0	0	1	0	1	2	2	2	0	3	12

<sup>a</sup>AZ=Azerbaijan, CR=Czech Republic, EST=Estonia, KAL=Kaluga, LITH=Lithuania, MOS=Moscow, CH=Chicago, COL=Columbia, SC DE=Denver, FF=Fairfax County, VA, LA=Los Angeles, TOT=Total

**Summary:**

The *DID Project* is in its fifth year, and involves 11 sites in six countries. One hundred and twenty-eight (128) teachers and over 5,200 students participated in the project in 2008-09. 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.

## Professional Development Experiences

The first 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 11 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 11 to 30 hours, with an average of about 19 hours. Table 8 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.

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Table 8. Number of Hours of Formal Staff Development by Site

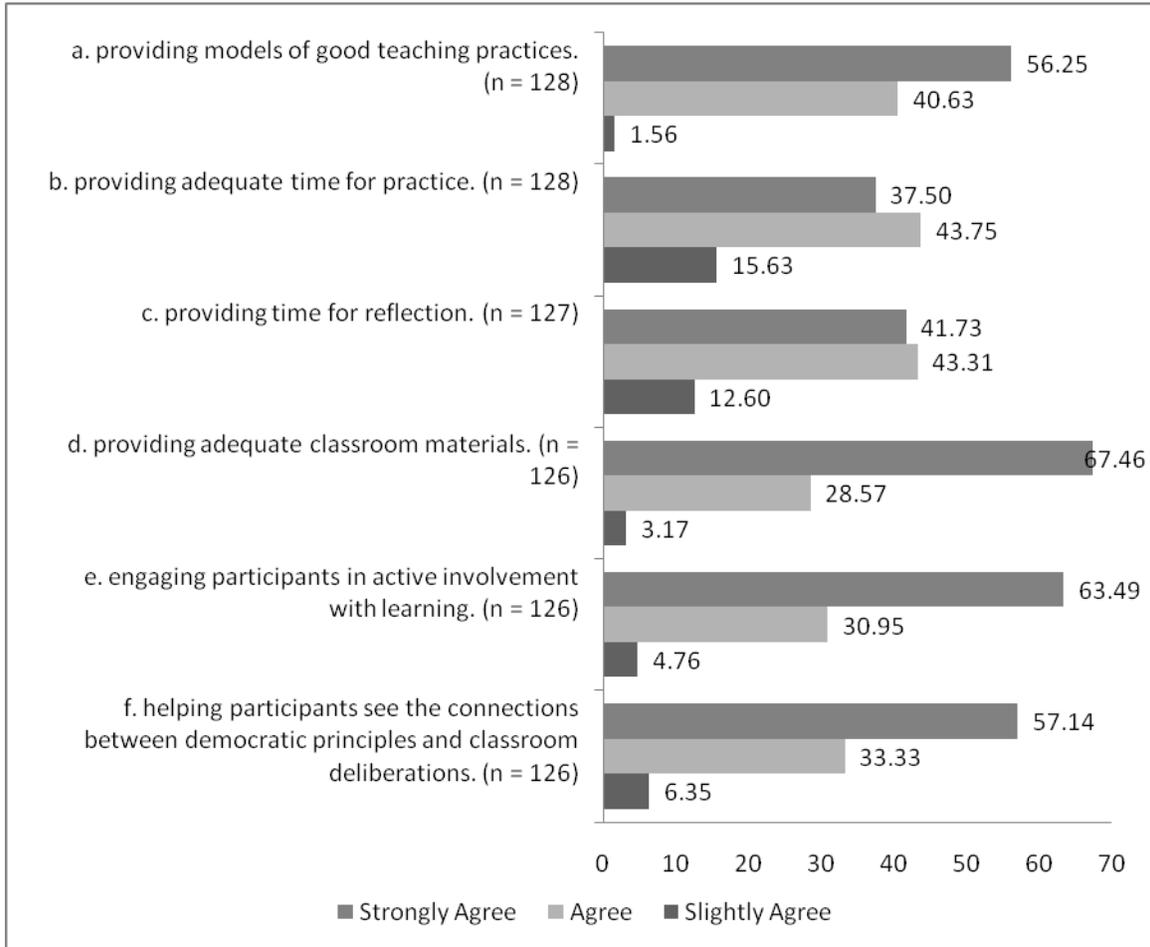
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<b>Site</b>	<b>Hours of Formal Staff Development</b>
Azerbaijan	12.00
Czech Republic	30.00
Estonia	11.00
Lithuania	23.25
Russia: Kaluga	14.00
Russia: Moscow	17.00
Chicago	25.50
Columbia, SC	23.75
Denver	13.00
Fairfax County, VA	17.50
Los Angeles	21.50
<b>Total hours</b>	<b>208.50</b> <b>(average=18.95 hours)</b>

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.

Figure 2 presents teachers' responses to survey items about the quality of the professional development experiences. Similar to previous years, teachers were overwhelmingly positive about their experiences in the teacher workshops.

Figure 2. Teacher Responses to Survey Items Related to Quality of Professional Development Experiences (in percentages)



Note: Less than 5% of teachers disagreed with all items.

Survey responses from all teachers offered a sense of teachers' perception of the quality of the *DID Project* in terms of professional development. 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." Teachers' responses were overwhelmingly positive.

Teachers identified two major areas associated with the *DID Project* that were of particularly high quality: (1) the resources available to them in terms of curriculum

materials, Site Coordinators' support, and other teachers' expertise; and (2) the structure and content of the workshops.

*Resources*

The *DID Project* provided teachers with a variety of resources. These included physical resources, such as readings and supplemental materials for the deliberations, and more intangible resources, such as the time to plan and discuss deliberations with the site coordinators and other teachers in the project. In this section, we examine the three primary resources provided to *DID Project* teachers: curriculum materials, site coordinators, and other DID teachers.

Curriculum materials. The curriculum materials were frequently described by the teachers as “useful,” “relevant,” “current,” “adaptable,” and “engaging.” Table 9 shows that over 98% of the teachers agreed that they would continue using some or all of the DID materials after their involvement with the *DID Project* was completed.

Table 9. Teachers' Intended Future Use of DID Materials (N = 128)

<b>Items:</b>	<b>NR</b>	<b>SD</b>	<b>D</b>	<b>Sd</b>	<b>sa</b>	<b>A</b>	<b>SA</b>
I plan to continue using some or all of the DID materials in my classes after my involvement with the <i>DID Project</i> .	0.8%	0.8%	.0%	.0%	3.1%	29.7%	65.6%

Note: NR = No Response, SD = Strongly Disagree, D = Disagree, sd = Slightly Disagree, sa = Slightly Agree, A = Agree, SA = Strongly Agree

Representative comments from the survey and interviews include the following:

*DID is much more effective than other PD because I get materials and strategies that actually work in the classroom. I actually got information and practices that I could use right away with my students. (teacher, Columbia, SC)*

*The quality of the DID Project was quite high because it provided readings on specific issues (content) and a clear method for achieving the goal of student engagement with the material. (teacher, Denver)*

*The quality was very high...the materials were teacher and student friendly and are something I used and will continue to use. (teacher, Fairfax County, VA)*

*We were provided with handouts, prepared material, and were given a lot of useful information how to conduct the lessons for students. (teacher, Lithuania)*

Site coordinators. The teachers appreciated the expertise and support offered by their Site Coordinator(s) and shared the following comments regarding their help:

*I thought the CRFC staff was very helpful in thinking through ways to implement deliberations in my classroom. (teacher, Chicago)*

*The staff development sessions organized by 'Partners Czech' were always beneficial and inspiring. (teacher, Czech Republic)*

*The quality of the DID Project is very high largely due to how wonderfully effective Katie Moore and Lexi Smith are in coordinating the program. They provide many professional development opportunities. (teacher, Los Angeles)*

*Administrators and project coordinators did a great job of facilitating the discussion on the discussion board - they set the topics, reminded that partners were online and expected a response, stimulated exchange of photographs. (teacher, Moscow)*

Other teachers. Teachers, whose jobs are often characterized by isolation from one another, seemed to genuinely appreciate the time to reflect on their experiences with other teachers in the *DID Project* during the professional development workshops. Survey responses from teachers echoed these sentiments:

*Project DID enables teacher's professional development, improvement of facilitation skills, acquiring practical experience, sharing knowledge and experience with peers from other schools and countries. (teacher, Azerbaijan)*

*The DID Project has been one of the best professional development programs in my experience. It was well organized; thought provoking; and provided time to share ideas and reflect with other teachers. (teacher, Denver)*

*The project is variegated and provides the opportunity to communicate actively on many levels. Other than good skills tips that we could use in classes, it also provides an opportunity to communicate with other teachers both in Estonia and the States and therefore broadens our own views. (teacher, Estonia)*

*Opportunities to share experiences and expertise are given to participants through institutes and staff trainings of other teachers--the teaching/learning connection. (teacher, Fairfax County, VA)*

#### *Structure and Content of the Workshops*

Many teachers offered positive comments on the structure and content of the workshop. "Well organized," "focused," and "purposeful" were frequent phrases used to describe the workshops.

*The DID Project provided excellent professional development activities. The guest speakers were wonderful and provided a wealth of information which I was able to bring back to my classes and provide the students with a greater understanding of the topics. (teacher, Chicago)*

*The staff-development sessions are always perfectly prepared including an illustration of methods and professional speakers. (teacher, Czech Republic)*

*Staff development is driven by site specific needs, concerns, and goals. When background information is requested guest speakers, panelists, and other resources are provided. (teacher, Fairfax County, VA)*

*Project DID is the best quality professional development activity, because all the training sessions are well organized and are rich in content. Active and interactive strategies allow us to assess the efficiency of the content for further use in classrooms. A very warm climate of the training sessions also contributed to a high level of events. (teacher, Kaluga)*

Other teachers commented on the interactive nature of the workshop (“hands-on”), as well as the ongoing support provided by the workshops.

*The sessions were very interactive. (teacher, Columbia, SC)*

*Interesting subjects; the year-long opportunity for students to participate in discussions; teleconference; the final meeting of students - a really good combination of activities I've never found in other projects. (teacher, Czech Republic)*

*The quality of professional development provided by DID consistently has been of high quality. The activities provided are always interactive and have provided me with the opportunity to practice deliberation and receive feedback from other teachers. (teacher, Fairfax County, VA)*

*Participation in the project leads to better professional development because it significantly expands the data base in subject areas, and familiarizes with new interactive techniques and teaching strategies. (teacher, Kaluga)*

*The seminar encouraged active participation instead of passive listening and gave teachers the opportunity to share their experiences. (teacher, Lithuania)*

#### *Suggestions for Improving Professional Development Workshops*

When asked for suggestions on how to improve the professional development workshops, there were a few consistent responses within sites. For example, some of the Illinois teachers expressed a desire to expand the number of guest speakers at their staff development sessions. Teachers from Kaluga and Lithuania commented that they would like to participate in additional staff development sessions.

In addition, there were a few modest trends across the sites regarding time spent in professional development. Teachers reported that they would like to have more opportunities to share their practical experiences with others and to observe other teachers conduct deliberations. Teachers suggested that they should be allowed to develop the texts, prepare texts for a variety of learners, and create the deliberation topics during professional development workshops. DID teachers also shared that

professional development time should be allotted to improving the use of technology among all DID participants.

### **Teacher Exchanges**

On the teacher survey, teachers responded to the question: “How effective was the Teacher Exchange component of the *DID Project*?” Teachers were positive about the teacher exchange experience, as shown in Table 10: 93% of the teachers described the teacher exchange experience as “effective” or “very effective.”

Table 10. Teacher Perceptions of the Effectiveness of the Teacher Exchange (N = 102)

Item:	VI %	I %	si %	se %	E %	VE %
How effective was the teacher exchange? <sup>a</sup>	5.0%	1.0 %	1.0 %	0.0%	25.5%	67.5%

Note: VI = Very Ineffective, I = Ineffective, si = Slightly Ineffective, se = Slightly Effective, E = Effective, VE = Very Effective

<sup>a</sup>Teachers were asked to respond to the question either as a traveler and/or as part of the reception of partnering teachers.

Responses to the teacher questionnaires indicate teachers found some of the aspects of the teacher exchanges particularly meaningful.

*I got to learn about Czech culture (which I didn't know much about) and then share that information with my students when I returned. I also got to see different models of school systems. I gained a new perspective on vocational schools from the fashion and design school we went to. The Czech hosts were so welcoming and really tried to make it a great experience for us, so I appreciate that too! (teacher, Chicago)*

*The opportunity to see other schools first hand and meet the students, teachers, and directors words can't explain. You get so much insight to teaching, learning, the way people see us, we see them, and of course the friendships that develop. It has been a wonderful learning experience. (teacher, Columbia, SC)*

*I really appreciated the visits of the American schools, the opportunity to meet my colleagues, the perfect organization and personal approach of the organizers. I had an opportunity to experience closely American schools, students and a part of the country. The visit had a great impact on my view of the USA and Americans; it helped me to reevaluate certain stereotypes; I value it also as a geography teacher. I also value the visits of American colleagues- they facilitate my personal contact with them. (teacher, Czech Republic)*

*It is the most important part of the project as during the visits teachers can exchange opinions, discuss projects and teaching ideas, broaden their horizons, and give innovative ideas for teaching. (teacher, Lithuania)*

*Meeting with Russian teachers and education officials was extremely important as was speaking with Russian students, especially the Youth Council. It gave me a unique insight into Russian culture and politics. I also understood Russian*

*democracies and the Cold War better from their perspective, which I really never could get from a course or textbook. These, I know, will play a pivotal role in my teaching both in my government and history classes. There are several aspects of the trip which I will incorporate into my curriculum next year. (teacher, Los Angeles)*

*Collaboration among peers from different countries and continents, and joint goals of teachers from different countries. We are different, but we are one whole. (teacher, Moscow)*

The majority of the teachers who responded to the question, “Are there any suggestions you would like to offer for future teacher exchanges?” stated that they hoped for further teacher exchange opportunities in the future. The following are some of the few additional suggestions teachers had for improving the teacher exchanges.

*This year we had no full-fledged exchange. One of our teachers went to South Carolina, and two teachers (one from Colorado and one from Estonia who were not our direct partners) came to us. This visit was notable in that those teachers facilitated training sessions at the workshop for the teachers. That was very useful. It would be good if joint events were planned during such visits - classroom deliberations (guest teacher + host teacher), workshops, conferences, etc. (teacher, Azerbaijan)*

*Maybe have some classroom connections beforehand so that the students we visit have already had some interaction with our students? (teacher, Chicago)*

*The schedule was very busy. It would be good if the teachers had one free day so they can spend it as they like. (teacher, Czech Republic)*

*I really enjoyed the school visits and talking about public policy issues. It made the visit so much more engaging than just sight-seeing. (teacher, Denver)*

*Teachers need greater opportunity to visit with students. (teacher, Fairfax County, VA)*

*Provide more time for communication with peers and students. (teacher, Kaluga)*

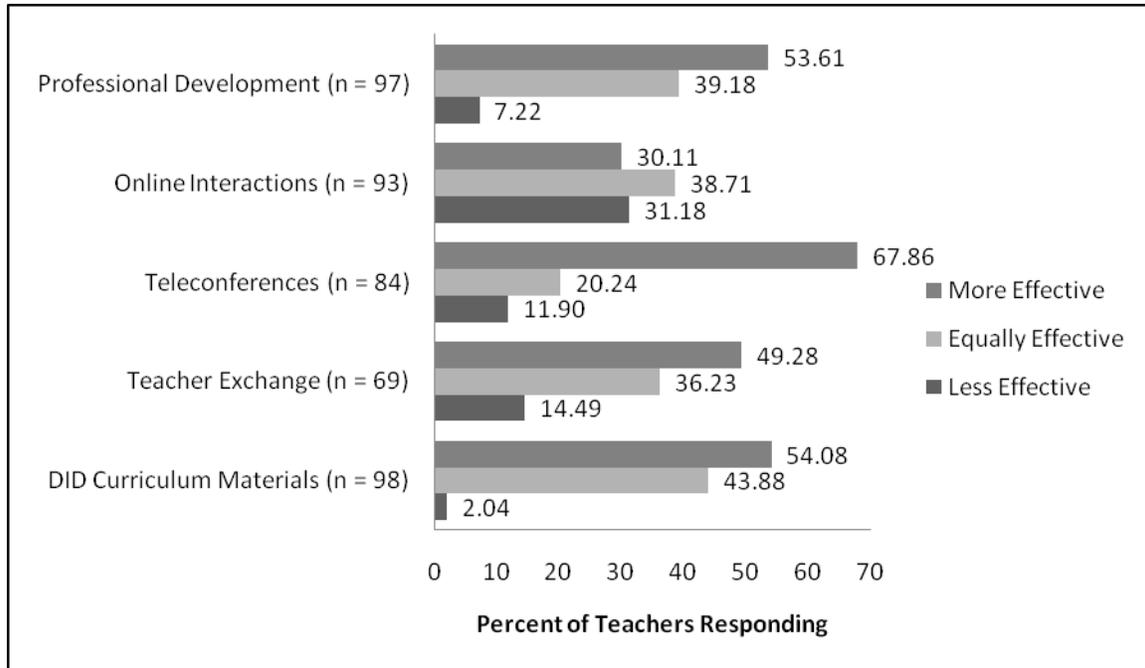
*Allow more time for visits to schools and communication with students. (teacher, Kaluga)*

### **Comparison of Years 4 and 5**

One of the advantages of a multi-year program is that participants can reflect on the changes in the quality of the program. We asked teachers who had participated in the fourth year of the *DID Project* to compare Years 4 and 5 in terms of the effectiveness of various aspects of the project. The data in Figure 3 indicate that overall, the teachers believe the professional development, teleconference, teacher exchange, and curriculum material components reflected significant improvement. While some teachers find that the online interactions have improved, more teachers reported that this component was

equally or less effective than in the previous year. The online interactions and the videoconferences are discussed later in this report.

Figure 3. Teacher Comparison of the Effectiveness of Year 4 and Year 5 DID Activities



**Summary:**

Teachers reported a high level of satisfaction with the two major professional development experiences, the workshops and the teacher exchanges. They found the workshops to be well organized, interactive, and purposeful. The ongoing support they received from Site Coordinators and teacher colleagues was critical to the teachers’ success in the classroom. The teacher exchanges appear to provide multiple opportunities for teachers to enhance their worldviews as well as their thinking about pedagogy, and to interact with colleagues and students. Teachers recommend that more time be devoted to talking with students and teacher peers during the exchanges, and that further teacher exchange opportunities be offered to teachers in the *DID Project*.

### Impact on Teachers' Content and Pedagogical Knowledge

The second evaluation question is: Did teacher members deepen their content and pedagogical knowledge as a result of professional development activities? As shown in Table 11, over 95% of the teachers indicated they developed sufficient skill through the *DID Project* to conduct effective deliberations in their classrooms. Further, 93.8% said their involvement in the project had deepened their understanding of democracy.

Table 11. Teacher Perceptions of their Skills and Understanding (N = 128)

Items:	NR	SD	D	sd	sa	A	SA
a. After my involvement in this project, I have enough skill to conduct effective deliberations in my classroom.	0.8%	1.5%	1.5%	0.8%	4.7%	39.1%	51.6%
b. My participation in this project has deepened my understanding of democracy.	1.6%	2.3%	1.6%	0.8%	10.2%	25.0%	58.6%

Note: NR = No Response, SD = Strongly Disagree, D = Disagree, sd = Slightly Disagree, sa = Slightly Agree, A = Agree, SA = Strongly Agree

Teachers also reported significant impacts on their teaching as a result of participating in the program, including enhanced discussion and teaching skills, a deepened understanding of democracy, and use of deliberation methods in other classes. Table 12 shows teachers' responses to the question "In what way, if any, has your teaching changed because of your participation in the *DID Project*?"

Table 12. Impact on Teaching as a Result of Participation in the *DID Project* (N = 122)

Impact on teaching as a result of participation	N	% <sup>a</sup>
Positive impact on student skills (listening, using evidence, communication)	40	33
Use of teaching strategies in other courses, topics	33	27
Enhanced classroom discussions	22	18
Enhanced teaching skills (listening, using evidence, communication)	20	16
Learned a new teaching technique	14	11
Deepened own knowledge of global issues	12	10
Deepened own understanding of democracy	11	9
Prompted, searched for, & used other instructional materials with students	5	4
Gained access to new materials	4	3
Learned new topics	4	3
No impact	3	2
Used more deliberation rather than debate	3	2
Shared materials and strategies with other colleagues	2	1
Used more small group/cooperative learning	2	1

<sup>a</sup>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.

Teachers in both the United States and Europe indicated an enhanced ability and desire to lead discussions of controversial issues in the classroom. Below are some representative comments:

*I began using deliberations in my classroom and discuss important political issues more often. (teacher, Azerbaijan)*

*I find myself using many of the strategies to promote class discussions in a way that I was never able to before. (teacher, Columbia, SC)*

*I will use the deliberation model when talking about issues of public policy and working toward a policy solution rather than just arguing two sides. (teacher, Denver).*

*I use the deliberations more and the students not only try to protect their opinions but are learning to understand the others and their views more. (teacher, Estonia)*

*I am more comfortable introducing controversial issues--the DID structure provides substantive and skill experiences that help establish an environment where most students feel "safe" enough to participate. (teacher, Fairfax County, VA)*

*Participation in the project helped me to amend my perception of the teaching process. I began using active and interactive deliberation of issues more often. I began using this approach in all the courses I teach, as well as during workshops for teachers and professionals. (teacher, Kaluga)*

*I improved my skills of conducting deliberations in the classroom by using SAC. (teacher, Moscow)*

**Summary:**

It is clear that the *DID Project* has had an important impact on teachers' content and pedagogical knowledge. The majority of teachers report that they have the skill to conduct deliberations in their classrooms. Further, they reported significant impacts on their teaching as a result of participating in the program, including enhanced discussion and teaching skills, and a broadened and deepened understanding of democracy.

### Sources of Support for Teachers

The third major evaluation question is: What support was provided for *DID Project* teachers? Teachers were asked “What support for implementing ‘deliberation’ was most helpful to you?” in an open-ended survey item. Teachers were most likely to mention the Site Coordinators and discussion/collaboration with colleagues (particularly experienced *DID Project* teachers). Teachers also noted, although less frequently, school administrators, *DID Project* curriculum materials, and the *DID Project* website. Teachers in Europe were much more likely to mention support from their school and school administration than were teachers in the United States. Following are some representative comments:

*The project leaders supported me mostly by participating in deliberation processes, the school team and teachers applauded this project and I invited teachers to my lessons so that they gain advanced experience about democracy. (teacher, Azerbaijan)*

*It was extremely helpful to have another teacher in my school who was also a part of the program. I was able to discuss ideas with her and come up with effective ways to introduce the topics. We also discussed areas we struggled with, like the reversal, and tried to problem solve together. (teacher, Chicago)*

*The greatest support came from the project coordinator, the insight from other teachers in the program and the guest speakers that were brought in for the professional development meetings. (teacher, Chicago)*

*The prepared materials, discussions with professionals. (teacher, Czech Republic)*

*Support from the project coordinators was key, particularly in the first year of the program. Also meeting with other teachers who were implementing the project in their classrooms. (teacher, Denver)*

*Support from other teachers. I had another teacher from within the county come to my classroom and demonstrate how he did his deliberations, which was very helpful to me. My deliberations have been much more effective using his strategies. (teacher, Fairfax County, VA)*

*It was useful to have teachers who have participated in the project from a long time talk about their experiences and give advice on how to better organize discussions and avoid problems. The packet on discussion problems was also helpful and made the job easier. The school’s administration kindly valued the project and encouraged participation. (teacher, Lithuania)*

*The project coordinators were great in providing support for the overall process. The *DID* teachers at my school helped with getting organized for deliberations and general support throughout the year. (teacher, Los Angeles)*

*Support from the web-site, communication with more experienced teachers.  
(teacher, Moscow)*

Table 13 summarizes the responses from teachers on the open-ended survey item.

Table 13. Sources of Support Most Helpful to Teachers in Implementing Deliberations  
(N = 124)

<b>Source of Support</b>	<b>N</b>	<b>%<sup>a</sup></b>
Site Coordinator	69	56
Other Teachers	49	40
School Administration, District	27	22
Workshops	13	10
Project Materials	9	7
Website	7	6
Guest Speakers	4	3
Students	3	2
University	2	1

<sup>a</sup>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 *DID Project*. Site coordinators and teacher colleagues appear to be particularly important sources of support.

## Teacher 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 *DID Project* stipulate that teachers should conduct a minimum of three deliberations in their classrooms. Although not a stated goal, 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 indicated that 89.8% (115 of 128) conducted a minimum of three deliberations in their classrooms.

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Table 14. Frequency of Deliberations Conducted by DID Teachers During the 2008-2009 School Year

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Number of Deliberations Conducted During the 2008-2009 School Year	Number of Teachers	% of Teachers
0 Deliberations	1	0.8
1 Deliberation	2	1.6
2 Deliberations	10	7.8
3 Deliberations	42	32.8
4 or More Deliberations	73	57.0
Total	128	100

On the written questionnaire, teachers were asked: "What difficulties in implementing deliberation did you encounter?" Table 15 shows the categories of responses mentioned by more than one teacher. Time constraints, students' lack of skills, and technology problems were noted most often as challenges to implementing deliberation.

Table 15. Difficulties Encountered by Teachers in Implementing Deliberations  
(N = 118)

<b>Difficulty in Implementing Deliberations</b>	<b>N</b>	<b>%<sup>a</sup></b>
Time constraints due to curricular requirements	25	21
Students lack skills (listening, using evidence, group work, low reading levels)	22	19
Issues with technology (discussion board, videoconference, internet access)	19	16
Discussion methodology	18	15
I had no difficulties	18	15
Student attitudes (shyness, lack of interest, unmotivated)	15	13
Student lack of knowledge (language, background knowledge)	10	8
Materials (too difficult, long, complex)	6	5
Lack of or weak connection to curriculum	3	3
Getting materials and photocopies	2	2

<sup>a</sup>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.

Teachers shared the following examples regarding challenges they experienced while implementing deliberations:

*That my classes this year were new and 45 min was not enough. At school many teachers still use older methods and there is a lot of homework. The fact that students were not used to new methods and lack of enough time and enough knowledge about civic education created challenges at the beginning but later these things became interesting to them. (teacher, Azerbaijan)*

*The reversal is still problematic. I have been unable to find an effective way to implement this part of the deliberation process effectively. I see the value in it, but I am unable to make it an authentic experience for the students. Instead, they seem to just be going through the motions for this part of the process. (teacher, Chicago)*

*I found it hard to reach all students at all times. Many had a hard time accessing the readings (they were too difficult for my 9th graders). I created reading guides to combat this. I also had a hard time with the amount of time each deliberation took. It took about a week for the students to read the material; make sense of it; deliberate and then debrief. (teacher, Denver)*

*In the beginning, learning a new strategy caused students some problems in that it was difficult for them to provide arguments in favor of the opinion they did not share. (teacher, Kaluga)*

*The discussion board continues to be a problem. I was able to access computers to get students after the deliberation. Students were not receptive to going back and continuing on their own. (teacher, Los Angeles)*

*Problems with time, not all the students coped. (teacher, Moscow)*

Generally, most teachers who reported having difficulties were able to resolve them.

*Some students did not take the deliberations seriously. But the student conference that was held later and teleconference helped me change students' opinions. Seeing the results of the deliberations in practice they realized the importance of it. (teacher, Azerbaijan)*

*Sometimes the lack of the internet but I solved this easily. Since my house is very close to school sometimes students would join the deliberation in my house. (teacher, Azerbaijan)*

*Reading levels of the students. We read materials together and discussed in short segments before the deliberations. (teacher, Columbia, SC)*

*Difficulties with lack of time, which I was trying to overcome by better planning and timing of particular steps during the deliberation, for example time for reading the texts. I divided the text into shorter parts or made it shorter or divided it into groups of students. (teacher, Czech Republic)*

*There are always challenges in dividing students into groups and working with the students to maintain good discussion norms. Teachers from the DID Project gave me some great suggestions my first year about how to overcome these obstacles. For example; one teacher posts the group norms on an overhead during deliberations and refers to them if problems arise. (teacher, Denver)*

*At the beginning, it was difficult for my 9th class students to understand the main purpose of deliberation. Also, some of the students were quite passive as well as afraid to express their ideas in front of the class. But with the help of other teachers who have been participating in this project for many years, we managed to overcome these problems. (teacher, Lithuania)*

*Often felt like background information was rushed because of time. To remedy this I often gave homework to find evidence and read it at home. Another difficulty was making time for further conversation after deliberating. To remedy I tried integrating topics previously deliberated in later lesson discussions. (teacher, Los Angeles)*

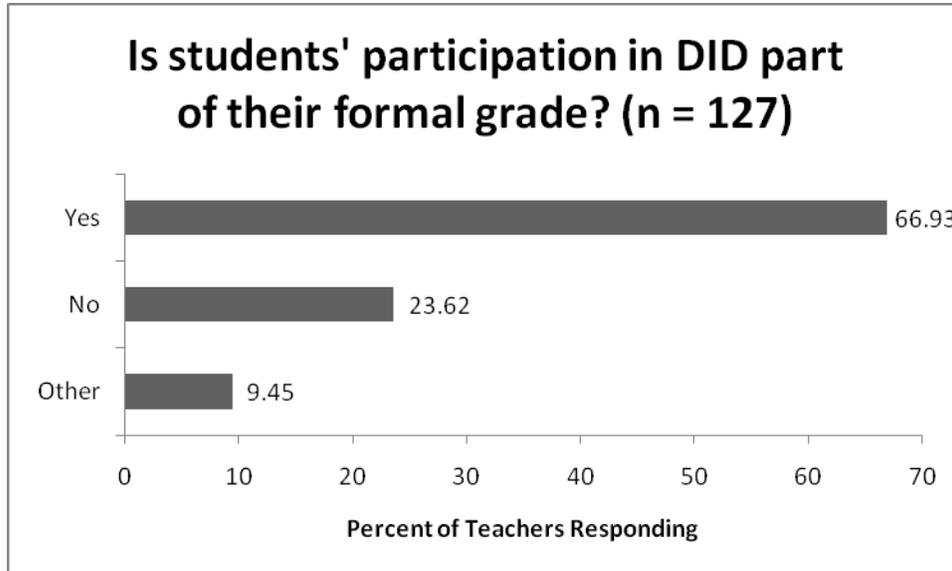
#### *Assessment and the Classroom Deliberations*

One way in which teachers might have motivated students to participate in the *DID Project* is to include *DID Project* participation in students' formal grades. When asked if student participation was graded (see Figure 4) over two-thirds (66.9%) of the teachers said "yes." For those teachers who chose "other," answers included "one was graded, the other was not" (*teacher, Chicago*), "participation points and project" (*teacher, Los Angeles*), and "Compliments on a job well done and extra credit" (*teacher, Lithuania*).

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Figure 4. Teachers' DID Grading Policies

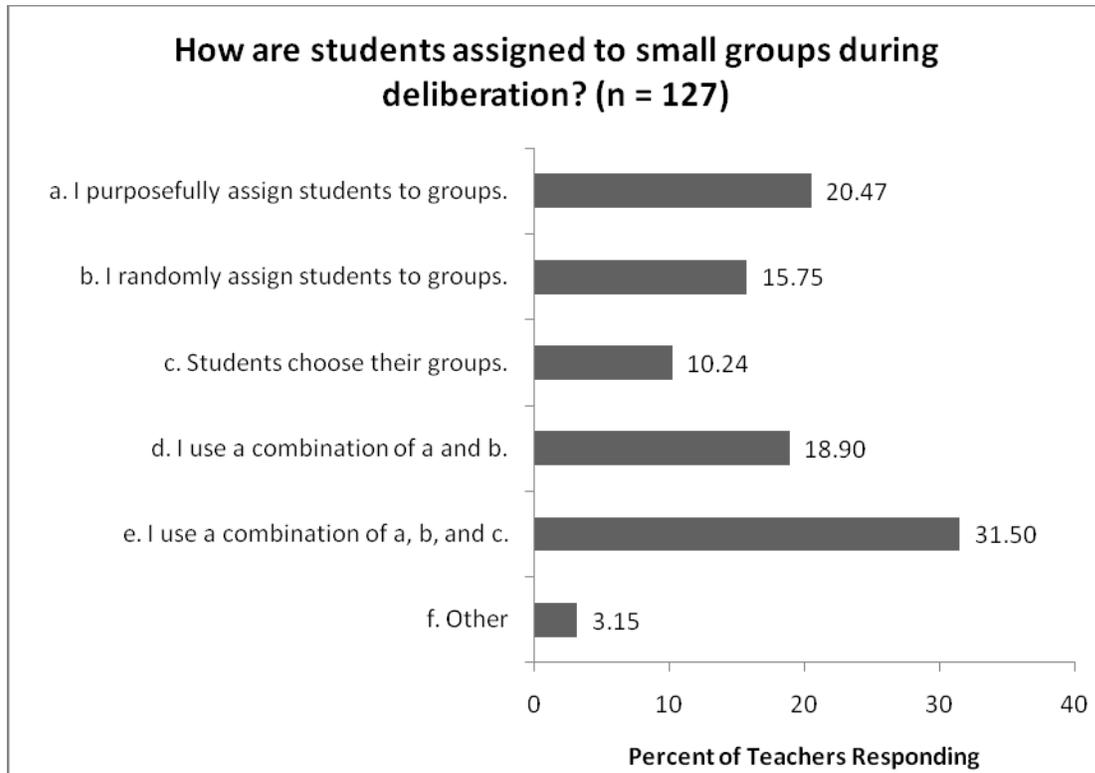
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#### *Student Grouping and the Classroom Deliberations*

We asked teachers about small group assignments because deliberative theorists assume that democracy is strengthened when people talk about public issues with persons with whom they might not normally converse (Arendt, 1968; Habermas, 1989; Mill, 1859/1956). When asked how they assign students to their deliberation groups (see Figure 5), over 50% of the teachers responded that they used a combination of grouping practices during deliberations. More specifically, 20.5% of the teachers answered that they usually assigned students to groups in a purposeful manner (e.g., putting all of the talkers together, making sure shy students have supportive peers). Fewer teachers (15.8%) reported that they usually randomly assigned their students into small groups, while students in 10.2% of the *DID Project* classrooms were able to choose their own groups.

Figure 5. Teachers' Grouping Practices During SACs



For the teacher who chose “other,” the answer was “a and c.”

### *Reflecting on Deliberation*

Teachers were asked how they viewed the primary purpose of deliberation, in their opinion. Table 16 shows that *DID Project* teachers often noted that the primary purpose of deliberation was to examine an issue from multiple perspectives, better understand democracy, and help students learn how to find consensus. Further, in their responses teachers from both Europe and the United States focused on the role that deliberation played in preparing students for active democratic citizenship:

*The primary purpose of deliberations is to develop students' knowledge of democracy, to help them grow during the time of their education with free mind, independent thinking, acquire life skills, be able to make independent decisions, be able to understand the needs of the society, be active in solving global problems. (teacher, Azerbaijan)*

*The primary purpose is to get students to understand that in a democracy controversial issues will arise. As a participant in a democracy, it is important to be able to analyze and understand the issue before taking a personal position. (teacher, Chicago)*

*To promote active, lifelong and thinking participation in a democracy. (teacher, Columbia, SC)*

*It is to learn to understand and analyze a problem in a current democracy, and contribute actively to its solution. (teacher, Czech Republic)*

*To help students understand that in a democracy all voices deserve to be heard and considered. Consensus can only be made when both sides have some understanding of each other. (teacher, Denver)*

*Assisting students in the development of communication skills that encourage and facilitate citizen participation in a democracy. (teacher, Fairfax County, VA)*

*To develop students' ability to think creatively, maturely, on the basis of one's active citizenship position. (teacher, Kaluga)*

*To enrich knowledge of democracy, to develop teaching skills, to teach young generations to make decisions, teach them to be active citizens and induce critical thinking. (teacher, Lithuania)*

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Table 16. Teacher Response to “In your opinion, what is the *primary* purpose of deliberation? (N = 121)

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<b>Purposes of Deliberation</b>	<b>N</b>	<b>%<sup>a</sup></b>
Examine an issue from all sides; multiple perspectives	34	28
Better understand democracy	27	22
Help students learn to reach agreement, understanding, and consensus	23	19
Help students learn skills and improve abilities (making informed decisions, evaluation, comparison)	21	17
Listening to others	18	15
Increase/develop critical thinking	17	14
Prepare students for active democratic citizenship	15	12
Increase discussion about controversial issues	12	10
Respect others' opinion; to be tolerant	11	9
Educate students on the issues	10	8
Develop one's own opinion	7	6
Teach students to communicate	7	6
Teach students to work with others	7	6
International Socialization (speaking and thinking in a foreign language)	3	2
Help students find arguments	2	1
Help students find truth	2	1
Help teachers improve their teaching practices	2	1

<sup>a</sup>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.

### *Explaining Deliberation*

One of the other open-ended response items on the Teacher Survey asked: “How would you explain *deliberation* to a colleague who was unfamiliar with the concept?” Teachers’ explanations of deliberation were quite similar to their opinions about the primary purpose of deliberation. Most often, the teachers explained deliberation as meaningful, structured discussion. Teachers also described deliberation as a way to identify various perspectives; a way to develop tolerance for diverse ideas and views, a method of exchanging opinions; a way to formulate one’s own opinion; and a way to prepare students for active democratic citizenship (see Table 17).

Table 17. How would you explain deliberation to a colleague who was unfamiliar with the concept? (N = 119)

<b>Explaining Deliberation</b>	<b>N</b>	<b>%<sup>a</sup></b>
Meaningful, structured discussion	44	37.0
A way to identify various perspectives	29	24.4
A method of expressing or exchanging opinions	19	16.0
Formulation of one’s own position	17	14.3
To teach respect for others’ opinions; to be tolerant; be empathetic and understanding	17	14.3
Critical thinking	16	13.4
A way to help students listen	15	12.6
A way to educate students on the issues through readings, text, materials, and research	15	12.6
A way to compromise, reach areas of agreement, decision making, make conclusions	15	12.6
The study and deliberation of controversial issues	11	9.2
A way to prepare students for active democratic citizenship	9	7.6
A way to debate	4	3.4
A way to reach consensus	3	2.6
A way to argue	2	1.7
A way to cooperate	2	1.7
A way to teach students to communicate	2	1.7

<sup>a</sup>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.

Although many teachers described deliberation as some form of discussion (e.g. structured discussion, controversial issues discussion, or reasoned discussion), 3.4% of teachers described deliberation (incorrectly) as a debate. The following comments are representative of teachers’ descriptions of deliberation:

*Deliberation of issues means giving students the opportunity to speak out their opinions and support them with arguments on issues that are important for them and for the society, to study those issues, to teach students to make decisions, consider the issue deliberated from different*

*perspectives, show respect to other person's opinion, albeit opposite to one's one. (teacher, Azerbaijan)*

*It is a process of communicating ideas and concepts around issues in a democracy. Deliberation should lead to an open exchange of ideas and develop deeper civic understandings as well as improved communication skills. (teacher, Chicago)*

*I would explain deliberation as a process that requires a person to examine multiple sides of controversial issues. After learning the reasons why there are different perspectives, a discussion of the merits to each side takes place. Then people make educated decisions about where they stand on the issue based on the information and the deliberation that has taken place. In short, deliberation is an educated discussion that sheds light on the various perspectives surrounding controversial issues. (teacher, Denver)*

*Deliberation is civil discourse about a controversial issue. Students participate in small and large group discussions and in which students try to reach areas of agreement about the issue. (teacher, Fairfax County, VA)*

*A possibility to consider various perspectives together, to juxtapose various facts to develop arguments pro and con, and by presenting the same issue from different perspectives to decide on one's attitude to the issue, with the possibility either to stick to the original opinion or to change it. (teacher, Kaluga, Russia)*

*A process where we learn to exchange ideas with each other in a non-threatening format, where ideas are based on facts (similar to a research paper making arguments and citing sources). Everyone in the group has the opportunity to express themselves in a small setting (which allows kids who normally don't speak in a large class setting) to use their voice. It exemplifies a tool for conflict resolution in an "adult" process. (teacher, Los Angeles)*

*Deliberations envisage existence of multiple opinions and the right of each person to be different, or the right to one's own viewpoint. (teacher, Moscow)*

#### *Teachers' Future Use of Deliberation*

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 18, over 97% of the teachers 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 18. Teachers' Belief They will Continue to Use Deliberation (N = 128)

Item:	NR	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.	0.8%	0.8%	0.0%	0.8%	3.9%	30.5%	63.2%

Note: NR = No Response, SD = Strongly Disagree, D = Disagree, sd = Slightly Disagree, sa = Slightly Agree, A = Agree, SA = Strongly Agree

**Discussion Board: Teachers Section**

Two areas of the Discussion Board allotted space for teacher-to-teacher communication: the Teachers Only section of the main board and the Teachers Only forums within the site partnerships sections. The Teachers Only section of the Discussion Board provided a forum for all teachers. There was also a Teachers Only forum within each specific partnership section of the discussion board. Table 19 lists the forums, the number of topics within each forum, and the total replies to all topics within each forum. The Lithuania/Los Angeles partnership used their Teachers Only forum most often, followed by Moscow/Los Angeles. Azerbaijan/Fairfax County, VA and Kaluga/South Carolina used their Teachers Only forum at least two times, while there were five forums that went unused during Year 5 of the *DID Project*. There are several reasons for this lack of use; site coordinators may have created forums that did not fit teachers' needs or vice versa, forums may have been redundant, or the intended use of the forum was unclear.

Table 19. DID Teacher Only Forums

Forum	Teacher Only Forum?	Topics	Replies
Azerbaijan/Fairfax County, VA	X	2	3
Azerbaijan/Columbia, SC			
Czech Republic/Chicago			
Estonia/Denver			
Kaluga, Russia/Columbia, SC	X	2	0
Lithuania/Chicago			
Lithuania/Los Angeles	X	2	26
Lithuania/Columbia, SC			
Moscow, Russia/Los Angeles	X	2	10

### **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. Over two-thirds (66.9%) of the *DID Project* teachers grade their students' participation in the deliberations, and they use a variety of grouping practices when conducting deliberation in their classrooms. Teachers often described deliberation as meaningful, structured discussion, and thought the primary purpose of deliberation was to examine an issue from multiple perspectives.

Importantly, the vast majority of teachers indicated that they would continue using the deliberations in the future. While the teachers did use, implement, and appreciate the deliberations, it appears that only the Los Angeles teachers paired with the teachers from Lithuania and Moscow used the Discussion Board to a substantial degree.

## Student Learning

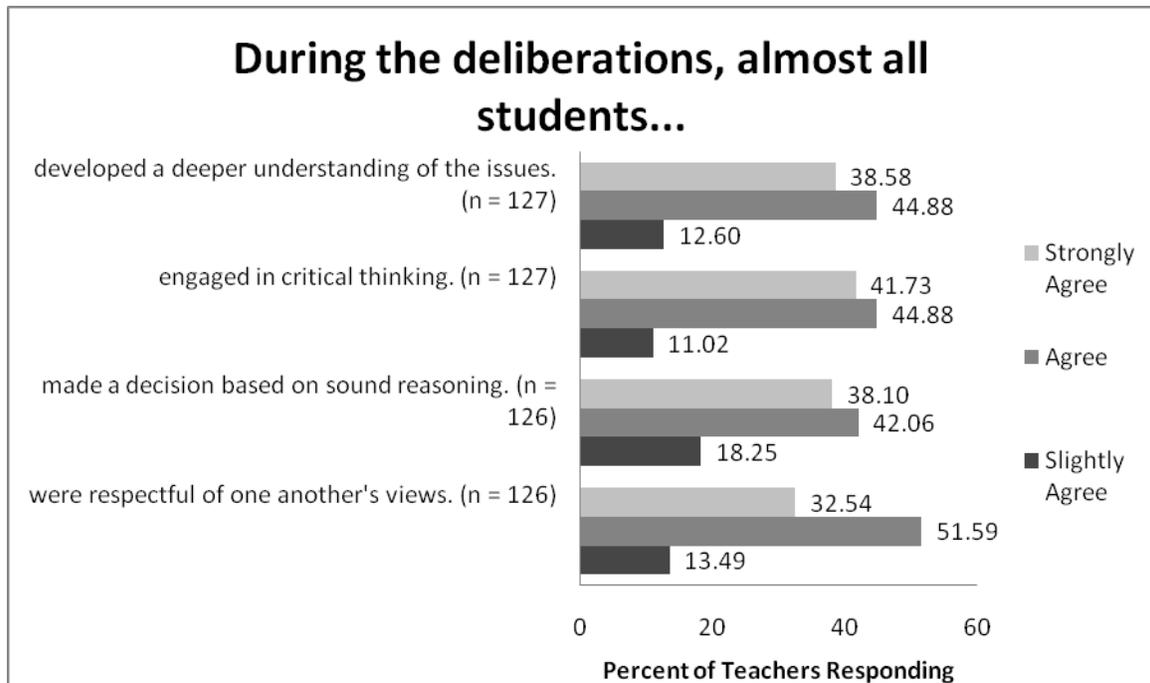
The fifth evaluation question is: Are the goals and objectives of the professional development experience reflected in student learning? There are three distinct but overlapping components of the *DID Project* intended to promote student learning: the classroom deliberations (the core of the *DID Project*),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

#### Teachers' Perceptions of the Classroom Deliberations

Over 96% 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 Figure 6).

Figure 6. Teachers' Report of Student Learning Through Deliberation



Note: Less than 5% of teachers disagreed with all items.

### ***The DID 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 *DID Project* Discussion Board. Working closely with all sites, CRF-Los Angeles oversaw the development and maintenance of the online Discussion Board. The *DID Project* staff envisioned that teachers could use the Discussion Board for planning with their partners as well as working with their students. 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. However, due to technical difficulties in past years, Discussion Board participation was not mandatory during Year 5.

The Discussion Board, located at <http://www.deliberating.org/>, had a section for all teachers and students involved in the *DID Project* and a section for the six site partnerships. Within each section, there were sub-sections with multiple forums and multiple topics within each forum. For example, there was a “Students Only” section (teachers have access) open to all *DID Project* students, within which there were two forums. Within each of the six site partnerships, there was a forum for each of the paired classroom partners. The classroom partners created and responded to topics started by the Site Coordinator or by any teacher or registered student. Site Coordinators typically started a topic for each of the classroom deliberation questions, and teachers and students started topics related to other current issues or to school and student life.

When teachers and students registered, they were associated with a member group. A student from Chicago, for example, had access to the general “Students Only” forums and to the “Chicago/Czech Republic” forums. DID teachers had access to the “Teachers Only” forums and to their classroom partnership forum. All 128 DID teachers and 5,200 students were registered members.

Table 20 shows the number of posts on the *DID Project* Discussion Board for students and teachers at each site. The number of members by site ranges from under 100 in Azerbaijan, Estonia, and Kaluga to over 700 in Los Angeles. The total number of student posts in Year Five was 5,846, a decline of about 55% from Year 4’s 10,709 posts. This may be a result of Discussion Board participation becoming a voluntary part of the *DID Project*.

Table 20. DID 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 Members (n)	Total Posts by Teachers
Azerbaijan	98	391	190	10	152
Czech Republic	250	118	9	17	12
Estonia	79	249	95	5	2
Lithuania	372	548	331	16	11
Russia: Kaluga	80	78	7	5	22
Russia: Moscow	211	353	187	15	8
Chicago	555	1,412	464	17	30
Columbia, SC	180	347	143	11	27
Fairfax County, VA	200	426	317	9	18
Denver	407	393	121	21	15
Los Angeles	702	1,531	479	29	52
<b>Total</b>	<b>3,134</b>	<b>5,846</b>	<b>2,343</b>	<b>155</b>	<b>349</b>

Fifty-one percent (51%) of all student members did not post during Year 5 of the *DID Project*, which is the same number of students who did not post during Year 4 of the *DID Project*. Another 16% of students posted only once, compared to 11% during Year 4. However, the data need to be viewed with some caution. The actual number of students involved in viewing and posting on the *DID Project* Discussion Board is unknown because pairs or groups of students sometimes posted together. Although 51% 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 only conclusion we can state with some certainty is that 49% of the users posted one or more messages, and about 2% posted 11 or more times, which was also true during Year 4. For those members showing posts in their name (excluding the 51% who did not post at all), an average of four posts were made. During Year 4 of the *DID Project*, the average was three posts per student. It is important to note, however, that the number of posts does not reveal anything about the content or quality of the posts.

Table 21 shows the number of postings by all student members from each site. For example, 206 Czech students and 301 Colorado students did not post at all. Conversely, four Azerbaijani students and three Los Angeles students each posted between 21-50 times.

Table 21. Students' Participation on Discussion Board by Site and Number of Posts

Site	0	1	2-5	6-10	11-20	21-50	51-100
Azerbaijan	41	18	17	12	6	4	
Czech Republic	206	19	22	2	1		
Estonia	37	10	11	17	3	1	
Lithuania	249	52	48	8	11	3	1
Russia: Kaluga	44	17	18			1	
Russia: Moscow	144	26	24	5	7	5	
Chicago	217	44	212	68	14		
Columbia, SC	57	53	54	15	1		
Denver	301	46	43	11	4	1	1
Fairfax County, VA	34	59	99	7	1		
Los Angeles	276	148	206	49	19	3	1
<b>Total</b>	<b>1,606</b>	<b>492</b>	<b>754</b>	<b>194</b>	<b>67</b>	<b>18</b>	<b>3</b>
Percent	51%	16%	24%	6%	2%	>1%	>1%

Table 22 shows all the topics in the section of the Discussion Board open to all DID students. The data indicate that students from almost all of the DID sites gave information or opinions on cultural and political topics. There was much less activity in this section of the Discussion Board as compared to Year Four: all topics in 2007-08 had 1,217 replies compared to 840 replies to the all topics in 2008-09. This represents a decline in posting in the All Students forum by about 31%.

Table 22. Participation in the Students Only Section of the DID Discussion Board

Forum	Sub-Forum	Thread	Sites Represented	Posts
What Makes a Democracy	Citizen Participation	How do you participate in your democracy?	Chicago	1
			Fairfax County, VA	2
			Los Angeles	3
		<b>Total</b>	<b>6</b>	
		Rate your democracy	Lithuania	1
			Denver	1
	Los Angeles		5	
	<b>Total</b>	<b>7</b>		
	Political Tolerance	Rate your democracy	Azerbaijan	1
			Moscow	3
Fairfax County, VA			1	
<b>Total</b>		<b>5</b>		
Minority Voices		Columbia, SC	1	
		Fairfax County, VA	1	
	Los Angeles	3		
<b>Total</b>	<b>5</b>			

Virtual Exchange	My Democracy	National Symbols	Azerbaijan	5
			Czech Republic	1
			Estonia	3
			Lithuania	3
			Moscow	20
			Columbia, SC	1
			Fairfax County, VA	2
			Los Angeles	3
			<b>Total</b>	<b>38</b>
		National Heroes – tell us about your heroes	Azerbaijan	4
			Czech Republic	5
			Estonia	3
	Lithuania		9	
	Moscow		10	
	Columbia, SC		7	
	Fairfax County, VA		8	
	Los Angeles		8	
	<b>Total</b>		<b>54</b>	
	Living in a democracy	Azerbaijan	4	
		Czech Republic	2	
		Estonia	2	
		Lithuania	3	
		Moscow	3	
		Chicago	3	
		Columbia, SC	2	
		Denver	1	
		Fairfax County, VA	1	
		Los Angeles	10	
		<b>Total</b>	<b>31</b>	
		My School	Clubs and Groups	Azerbaijan
	Kaluga			2
	Lithuania			19
	Moscow			13
Chicago	21			
Columbia, SC	10			
Fairfax County, VA	14			
Los Angeles	54			
<b>Total</b>	<b>135</b>			
Student Government	Azerbaijan		2	
	Czech Republic		1	
	Lithuania		1	
	Moscow		7	
	Fairfax County, VA		1	
	Los Angeles		12	
<b>Total</b>	<b>24</b>			
My Home	Hobbies and Activities	Azerbaijan	4	
		Czech Republic	3	
		Estonia	1	
		Kaluga	18	
		Lithuania	97	
		Moscow	28	

			Chicago	89
			Columbia, SC	5
			Denver	5
			Fairfax County, VA	7
			Los Angeles	94
			<b>Total</b>	<b>351</b>
		Home for the Holidays	Azerbaijan	8
			Lithuania	17
			Moscow	13
			Chicago	85
			Columbia, SC	7
			Denver	6
			Fairfax County, VA	14
			Los Angeles	34
			<b>Total</b>	<b>184</b>

The Discussion Board had a forum for each of the 20 deliberation topics (see Table 23). The threads in this forum were started by site coordinators and teachers. The topic with the most activity was Voting, which has 374 posts. In total, there were 2,441 posts made in the forums devoted to DID deliberation topics.

Table 23. DID Participation in the Deliberation Topics Section of the Discussion Board

Forum	Thread	Sites Represented	Posts
Cloning	Personal Opinion	Azerbaijan	3
		Czech Republic	7
		Estonia	5
		Kaluga	30
		Lithuania	12
		Moscow	20
		Chicago	3
		Columbia, SC	1
		Denver	3
		Los Angeles	51
	<b>Total</b>	<b>135</b>	
	Taking Action	Azerbaijan	8
		Estonia	1
		Kaluga	1
Lithuania		1	
Moscow		6	
Chicago		6	
Columbia, SC		1	
Los Angeles	22		
<b>Total</b>	<b>46</b>		
Crime and Punishment	Personal Opinion	Czech Republic	19
		Chicago	76
		Denver	4
		Fairfax County, VA	2
		Los Angeles	14
	<b>Total</b>	<b>115</b>	
	Should democratic states permit the death penalty?	<b>Total</b>	<b>0</b>
Taking Action	Chicago	24	
<b>Total</b>	<b>24</b>		

Cyberbullying	Personal Opinion	Azerbaijan	1
		Estonia	4
		Chicago	143
		Columbia, SC	4
		Denver	3
		Fairfax County, VA	1
		Los Angeles	42
		<b>Total</b>	<b>198</b>
	Taking Action	Azerbaijan	1
		Estonia	3
		Chicago	47
		Denver	1
		Los Angeles	10
<b>Total</b>		<b>62</b>	
Romanian Resources	<b>Total</b>	<b>0</b>	
U.S. Resources	<b>Total</b>	<b>0</b>	
Domestic Violence	Taking Action	Czech Republic	4
		Estonia	3
		Chicago	2
		Denver	1
		Los Angeles	7
		<b>Total</b>	<b>17</b>
	Personal Opinion	Azerbaijan	2
		Czech Republic	24
		Estonia	20
		Chicago	5
		Columbia, SC	2
		Denver	2
		Los Angeles	17
		<b>Total</b>	<b>72</b>
	Opinion of students from Gymnazium nad Kavalirkou	Czech Republic	8
<b>Total</b>		<b>8</b>	
SZŠ Nymburk – summary of the discussion	<b>Total</b>	<b>0</b>	
Romanian Input	<b>Total</b>	<b>0</b>	
Educating Non-Citizens	Personal Opinion	Azerbaijan	3
		Czech Republic	1
		Estonia	1
		Chicago	14
		Columbia, SC	1
		Denver	1
		Los Angeles	16
		<b>Total</b>	<b>37</b>
	Taking Action	Azerbaijan	4
		Lithuania	1
		Chicago	1
		Los Angeles	5
		<b>Total</b>	<b>11</b>
Euthanasia	Personal Opinion	Azerbaijan	5
		Czech Republic	2
		Estonia	2
		Kaluga	25
		Lithuania	4
		Moscow	1
		Chicago	8
		Denver	4
		Los Angeles	23
		<b>Total</b>	<b>74</b>
	Taking Action	Azerbaijan	4
		Estonia	1
		Lithuania	4
		Moscow	2
		Chicago	1
Los Angeles	3		

		<b>Total</b>	<b>15</b>
Free and Independent Press	Taking Action	Azerbaijan	4
		Estonia	3
		Moscow	2
		Denver	1
		Los Angeles	1
		<b>Total</b>	<b>11</b>
	Personal Opinion	Estonia	2
	<b>Total</b>	<b>2</b>	
Freedom of Expression	Personal Opinion	Azerbaijan	4
		Estonia	2
		Lithuania	1
		Chicago	193
		Denver	10
		Fairfax County, VA	35
		Los Angeles	44
		<b>Total</b>	<b>289</b>
	Taking Action	Azerbaijan	6
		Estonia	1
		Lithuania	2
		Chicago	11
		Denver	3
		Fairfax County, VA	2
Los Angeles		7	
<b>Total</b>	<b>32</b>		
Romanian Input	<b>Total</b>	<b>0</b>	
Freedom of Movement	Personal Opinion	Azerbaijan	1
		Czech Republic	10
		Estonia	15
		Chicago	1
		<b>Total</b>	<b>27</b>
	Taking Action	Azerbaijan	2
		Czech Republic	9
	<b>Total</b>	<b>11</b>	
	Student Discussion SZŠ Nymburk	<b>Total</b>	<b>0</b>
	Romanian Resources	<b>Total</b>	<b>0</b>
Global Climate Change	Personal Opinion	Estonia	1
		Kaluga	1
		Lithuania	2
		Denver	2
		Los Angeles	3
		<b>Total</b>	<b>9</b>
	Taking Action	Azerbaijan	3
		Czech Republic	1
		Estonia	3
		Lithuania	9
		Moscow	1
		Chicago	1
		Denver	2
Los Angeles		4	
<b>Total</b>	<b>24</b>		
“Cap-and-Trade” Resources	<b>Total</b>	<b>0</b>	
Globalization & Fair Trade	Personal Opinion	Chicago	40
		Los Angeles	1
		<b>Total</b>	<b>41</b>
	Taking Action	Czech Republic	1
		Chicago	3
		Los Angeles	1
<b>Total</b>	<b>5</b>		
Juvenile Justice	Personal Opinion	Azerbaijan	1
		Czech Republic	4
		Estonia	1
		Chicago	34

		Columbia, SC	6
		Denver	151
		Fairfax County, VA	1
		Los Angeles	72
		<b>Total</b>	<b>270</b>
	Romanian Resources	<b>Total</b>	<b>0</b>
	Taking Action	Estonia	1
		Chicago	4
		Denver	2
		Los Angeles	3
<b>Total</b>		<b>10</b>	
Teacher Evaluation after the lesson	Denver	1	
	Los Angeles	1	
	<b>Total</b>	<b>2</b>	
Minorities in a Democracy	Personal Opinion	Azerbaijan	1
		Chicago	1
		Denver	1
		Los Angeles	1
		<b>Total</b>	<b>4</b>
	Taking Action	Azerbaijan	1
		Estonia	2
		Lithuania	1
		Chicago	1
		Los Angeles	2
<b>Total</b>	<b>7</b>		
National Service	Personal Opinion	Azerbaijan	2
		Estonia	1
		Lithuania	2
		Chicago	2
		Columbia, SC	61
		Denver	1
		Fairfax County, VA	10
		Los Angeles	20
	<b>Total</b>	<b>34</b>	
	Taking Action	Columbia, SC	33
Los Angeles	1		
<b>Total</b>	<b>34</b>		
National Service and YOU!	Estonia	2	
	Columbia, SC	53	
	Los Angeles	5	
	<b>Total</b>	<b>60</b>	
Preventive War	Preventive War	Azerbaijan	1
		Moscow	2
		Chicago	1
		Denver	1
		Fairfax County, VA	1
		Los Angeles	2
		<b>Total</b>	<b>8</b>
	Personal Opinion	Czech Republic	1
		Estonia	4
		Denver	1
		Los Angeles	2
	<b>Total</b>	<b>8</b>	
	Taking Action	Azerbaijan	1
Estonia		6	
Lithuania		5	
Chicago		1	
Los Angeles		4	
<b>Total</b>	<b>17</b>		
Palin's Knowledge of the Bush Doctrine	<b>Total</b>	<b>0</b>	
Public Demonstrations	Personal Opinion	Azerbaijan	10
		Lithuania	1
		Chicago	1
		<b>Total</b>	<b>12</b>

	Share comments about your class deliberation on public demonstrations	Azerbaijan	8
		<b>Total</b>	<b>8</b>
	Taking Action	Azerbaijan	1
		Los Angeles	1
		<b>Total</b>	<b>2</b>
	Have you ever participated in or observed a public demonstration?	Azerbaijan	1
		Denver	2
		<b>Total</b>	<b>3</b>
	Recycling	Personal Opinion	Estonia
Lithuania			1
Chicago			5
Denver			11
Los Angeles			9
<b>Total</b>			<b>29</b>
Recycling from Denver		<b>Total</b>	<b>0</b>
Recycling – Patrick Pereira		Denver	1
		Los Angeles	2
		<b>Total</b>	<b>3</b>
Recycling		Czech Republic	1
		Estonia	3
		Columbia, SC	2
		Denver	5
		Los Angeles	17
		<b>Total</b>	<b>28</b>
Romanian Input		Los Angeles	1
		<b>Total</b>	<b>1</b>
Mary Kate Walch Recycling		<b>Total</b>	<b>0</b>
Recycling, Jacqueline Chiari		<b>Total</b>	<b>0</b>
Taking Action	Chicago	1	
	<b>Total</b>	<b>1</b>	
Recycling – Dan van Ostenbridge	<b>Total</b>	<b>0</b>	
Recycling – Ian Henry	<b>Total</b>	<b>0</b>	
Eric Schwartz – recycling	<b>Total</b>	<b>0</b>	
Mrs. Settembrino – Recycling Posts	<b>Total</b>	<b>0</b>	
Violent Video Games	Personal Opinion	Azerbaijan	1
		Czech Republic	1
		Estonia	8
		Lithuania	3
		Chicago	13
		Denver	2
		Los Angeles	77
		<b>Total</b>	<b>105</b>
	Personal Opinion	Czech Republic	1
		Lithuania	2
		Moscow	3
		Chicago	5
		Columbia, SC	1
		Denver	5
		Los Angeles	25
<b>Total</b>	<b>42</b>		
Taking Action	Estonia	2	
	Moscow	1	
	Chicago	3	
	Los Angeles	11	
	<b>Total</b>	<b>17</b>	
Voting	Taking Action	Czech Republic	1
		Estonia	2
		Lithuania	1
		Los Angeles	2

	Personal Opinion	<b>Total</b>	<b>6</b>
		Azerbaijan	10
		Estonia	7
		Lithuania	12
		Moscow	31
		Chicago	78
		Columbia, SC	6
		Los Angeles	219
		<b>Total</b>	<b>363</b>
		Romanian Input	Azerbaijan
Los Angeles	4		
<b>Total</b>	<b>5</b>		
Youth Curfews	Taking Action	Azerbaijan	1
		Estonia	2
		Lithuania	1
		Moscow	1
		Chicago	5
		Denver	1
		Los Angeles	18
		<b>Total</b>	<b>29</b>
	Personal Opinion	Azerbaijan	4
		Lithuania	2
		Moscow	1
		Chicago	14
		Columbia, SC	6
		Denver	4
		Los Angeles	37
<b>Total</b>	<b>68</b>		

Table 24 shows the polls that were conducted on the Discussion Board. *DID Project* staff members initiated the 20 polls based on deliberation topics. The polls that generated the highest number of responses related to cyberbullying, compulsory voting, and freedom of movement. Members could vote and then post comments to explain their vote, or do one or the other (post without voting or vote without posting).

Table 24. Polls Conducted on the Discussion Board<sup>a</sup>

<b>Poll Question</b>	<b>Responses</b>	<b>Yes (%)</b>	<b>No (%)</b>	<b>Undecided (%)</b>
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
<b>Poll Question</b>	<b>Responses</b>	<b>Yes (%)</b>	<b>No (%)</b>	<b>Undecided (%)</b>

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 war be part of U.S. foreign policy?	93	35	35	29
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

<sup>a</sup>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 ExDID.

### *Teachers' Perceptions of the DID Discussion Board*

Table 25 shows how the teachers rated the effectiveness of the online deliberations.

Their perceptions are significantly less favorable than their perceptions of other aspects of the *DID Project*.

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Table 25. Teacher Perceptions of the Effectiveness of the Online Interactions (N = 128)

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<b>Item:</b>	<b>NR</b>	<b>VI</b>	<b>I</b>	<b>si</b>	<b>se</b>	<b>E</b>	<b>VE</b>
How effective were the online deliberations?	25.0%	.8%	10.2%	11.7%	23.4%	20.3%	8.6%

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 26).

Table 26. Teacher Response to “What about the online interactions worked particularly well?” (N = 79)

<b>Aspect of Online Interactions that Worked Well<sup>a</sup></b>	<b>N</b>	<b>%<sup>b</sup></b>
Intercultural communication; learning about others	33	42
Opportunity for students to express views in open forum	30	38
Generated high level of student interest	14	18
Technology worked well	8	10
Opportunity to use English language	4	5
The students themselves	3	4
Not much	3	4
The deliberation topics	2	3
Generally worked well	2	3
The opportunity to formulate thoughts and responses	2	3

<sup>a</sup>Due to space limitations, only those categories of response indicated by two or more teachers are included.

<sup>b</sup>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.

Most of the positive comments made by teachers had to do with the opportunities it afforded students to communicate with students in other countries. Many teachers felt that the Discussion Board provided a good venue for their students to broaden their horizons and to interact with students around the globe. Several teachers’ comments indicated their preference for voluntary student participation in this aspect of the *DID Project*.

*My students were excited to just communicate with some from another country. Not one of my students has travelled outside the United States. They were very interested in hearing what other students thought of them (Americans). (teacher, Columbia, SC)*

*Students who typically do not talk in class were able to interact with other students about controversial issues. (teacher, Chicago)  
The opportunity to compare their views with the views of other students from different countries. (teacher, Czech Republic)*

*The students self selected to be discussion board representatives for the class. This made their responses more thoughtful and they were more committed to getting on the discussion board regularly. (teacher, Denver)*

*Some of the students were especially interested in online interactions, willingly discussed various topics: wrote about themselves, their hobbies and about their country. (teacher, Lithuania)*

*Personal interest to the issues of democracy and desire to learn more about partners. (teacher, Moscow)*

Almost a third of the teachers reported having no problems with the Discussion Board during Year Five. This is a change from previous years, and may be related to the voluntary nature of the Discussion Board during Year Five. Since many of the previous years’ problems were caused by difficulty accessing the discussion board, lack of

computer access, and lack of time, it is likely that the teachers who used the Discussion Board during Year Five did not face these logistical challenges. Of the problems teachers mentioned, the most significant one appears to have been technical difficulties (see Table 27), an issue which prompted the change to make the Discussion Board voluntary after Year Four. Following are representative comments from teachers:

*First the exchanges seemed to be challenging, lack of time because of the amount of homework, lack of computer skills and the internet connection at school, language barrier, students felt uncomfortable (embarrassed) they would make mistakes in their writings. (teacher, Azerbaijan)*

*It was a bit difficult to motivate the students to use the discussion board regularly. They were expecting a bit more uninterrupted community with other students. (teacher, Estonia)*

*Response time was long for other countries, difficult for those without computers at home, and it was hard to track as a teacher who was on and how often they responded. (teacher, Los Angeles)*

Table 27. Teacher Report of Difficulties with Online Component (N = 85)

<b>Difficulty with Online Component<sup>a</sup></b>	<b>N</b>	<b>%<sup>b</sup></b>
No problems	24	28
Lack of/no/untimely response from partner country	19	22
Technical/Logistical Problems: no computer access, logins don't work, board design issues	18	21
Language barrier	14	16
Lack of student interest, motivation	9	11
Lack of time to get on Discussion Board	7	8
Students aren't comfortable posting, students are shy	4	5
Posts are too shallow	3	4
Students lack computer skills	2	2

<sup>a</sup>Due to space limitations, only those categories of response indicated by two or more teachers are included.

<sup>b</sup>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 Videoconferences**

#### *Teachers' Perceptions of the Videoconferences*

About 70% of the teachers rated the videoconference "effective" at some level (see Table 28).

Table 28. Teacher Perceptions of the Effectiveness of the Videoconference(s) (N = 128)

<b>Item:</b>	<b>NR</b>	<b>VI</b>	<b>I</b>	<b>si</b>	<b>se</b>	<b>E</b>	<b>VE</b>
How effective was the videoconference?	24.2%	3.1%	0.0%	2.3%	5.5%	23.4%	41.5%

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 how the technology provided students with an opportunity to communicate directly with peers from another country (see Table 29).

Table 29. Teacher Response to “What about the videoconference worked particularly well?” (N = 89)

<b>Aspect of Videoconference that Worked Well<sup>a</sup></b>	<b>N</b>	<b>%<sup>b</sup></b>
Student-to-student communication; opportunity to express ideas and to learn about others’ perspectives	29	33
Just seeing one another	23	26
Student engagement and interest	22	25
Students were well-prepared	10	11
Opportunities to practice language skills	5	6
Technology worked well	4	4
Everything	4	4
Hearing different perspectives and seeing similarities	4	4
Agenda was set and followed	3	3
Provided an emotional boost	3	3
Intra- and inter-site interaction	3	3
Easy scheduling	2	2
Students took turns	2	2
Having two videoconferences	2	2

<sup>a</sup>Due to space limitations, only those categories of response indicated by two or more teachers are included.

<sup>b</sup>Percentages do not add up to 100 because respondents were able to give more than one response.

The following comments reflect the sentiments of many of the teachers:

*Students were excited to learn about students from another country and their views on issues that are also a part of our country. Getting the Czechs’ question ahead of time was helpful in ensuring that our students were prepared for the video conference. (teacher, Chicago)*

*The real time, face to face nature of the teleconference is something that students really enjoy. This was a unique opportunity to get points of view on public issues from another culture. (teacher, Denver)*

*The lively communication and seeing each other from face to face gave the project more meaning. (teacher, Estonia)*

*The students were so well prepared for the questions. They had a lifetime opportunity to see their partners live, to ask questions and reply. They got first hand cultural and social information from their partners. Technology worked perfectly. (teacher, Lithuania)*

*Connecting with other students in L.A. and internationally. The questions, script, and panel structure. (teacher, Los Angeles)*

*Students were happy to be understood and to understand, albeit not everything. It was hard to overcome oneself and start speaking, in English into the bargain. It is right that every student was given an opportunity to at least introduce themselves. (teacher, Moscow)*

Teachers offered suggestions for future videoconferences in their responses to an open-ended survey item (see Table 30).

Table 30. Teacher Suggestions for Future Videoconferences (N = 77)

<b>Suggestions for Videoconference<sup>a</sup></b>	<b>N</b>	<b>%<sup>b</sup></b>
Hold more	20	26
No suggestions; worked well!	15	19
Have longer open mic/unscripted portion	14	18
Identify topics in advance and prepare students better	7	9
Smaller groups	6	8
Technical issues	6	8
Have/keep student moderators	4	5
Allow for more teacher participation	2	3
They should be longer	2	3
More student participation	2	3

<sup>a</sup>Due to space limitations, only those categories of response indicated by two or more teachers are included.

<sup>b</sup>Percentages do not add up to 100 because respondents were able to give more than one response.

In particular, the teachers advocated holding more videoconferences. At most sites, two videoconferences were held, which was an increase from previous years. Clearly, the videoconferences are seen as an important part of the *DID Project* by the teachers.

**Summary:**

Overall, students had very positive experiences with the deliberations and the videoconferences. Over 96% 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. Teachers found the videoconferences to be both popular and effective, and suggested that more videoconferences be held in the future. The Discussion Board became a voluntary aspect of the *DID Project* during Year Five, which seemed to decrease both the problems and challenges it had posed in past years, as well as the level of student participation.

## **Achievement of Outcomes**

Following is a list of the stated outcomes as identified in the *DID Project* proposal, and the Evaluation Team's assessment of the degree to which the outcomes were met.

1. *To establish staff development programs in Azerbaijan, the Czech Republic, Estonia, Lithuania, Russia and the United States.*

Twelve staff development programs have been established: six in Europe (Azerbaijan; Czech Republic; Estonia; Kaluga, Russia; Lithuania; Moscow, Russia) and five in the United States (Chicago, Illinois; Columbia, South Carolina; Denver, Colorado; Fairfax County, Virginia; Los Angeles, California).

### **OUTCOME ACHIEVED**

2. *To involve 60 secondary teachers in the staff development programs.*

128 teachers participated in the program during 2008-09.

### **OUTCOME ACHIEVED**

3. *Teachers will increase their understanding of democracy.*

94% of the teachers agreed (slightly to strongly) with the statement: "My participation in this project has deepened my understanding of democracy."

### **OUTCOME ACHIEVED**

4. *Teachers will strengthen their skills to facilitate classroom deliberations of civic issues.*

95% of the teachers agreed (slightly to strongly) with the statement: "After my involvement in this project, I have enough skill to conduct effective deliberations in my classroom."

### **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 90% (115 of 128) conducted a minimum of three deliberations in their classrooms.

### **OUTCOME 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.*

98% of teachers reported that “because of my involvement in this project, I will continue using deliberation in my classroom in the coming years.”

**OUTCOME ACHIEVED**

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

Over 96% of teachers reported that the staff development programs: provided models of good teaching practices; provided time for reflection; provided adequate classroom materials; engaged participants in active involvement with learning; helped participants see the connections between democratic principles and classroom deliberations; and that the staff development programs provided adequate time for practice.

**OUTCOME ACHIEVED**

9. *Approximately 3,000 secondary students will engage in authentic civic deliberations.*

Approximately 5,200 students participated in civic deliberations during the fifth year.

**OUTCOME ACHIEVED**

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

Over 95% of teachers agreed (slightly to strongly) that during the deliberations, almost all students 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.

**OUTCOME ACHIEVED**

11. *Students will participate in lessons on democracy and three deliberations in their classrooms and with their community leaders.*

Responses from teachers indicate that 90% (115 of 128) conducted a minimum of three deliberations in their classrooms.

**OUTCOME 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 95% of teachers agreed (slightly to strongly) that during the deliberations, almost all students 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.

**OUTCOME ACHIEVED**

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

Over 95% of teachers agreed (slightly to strongly) that during the deliberations, almost all students 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.

**OUTCOME ACHIEVED**

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

Ninety-six percent (96%) of the teachers reported that their students developed a better understanding of civic issues as a result of participating in the deliberation process. The DID Curriculum materials used by the students provided historical and current contexts for the issues students deliberated.

**OUTCOME ACHIEVED**

16. *Students will value hearing multiple perspectives.*

Over 97% of teachers reported that during the deliberations, almost all students were respectful of one another's views.

**OUTCOME ACHIEVED**

17. *Students will be more confident in engaging in discussions of controversial issues with their peers.*

Students were not surveyed in Year 5 because surveys across Years 2-4 indicated similar results. In surveys conducted in Years 2-4, between 74% -76% of the students agreed with the statement: "Because of my participation in the deliberations, I am more confident talking about controversial issues with my peers."

**OUTCOME PARTIALLY ACHIEVED**

## Summary Statement: Year 5

Similar to Years 1-4, teachers and school administrators express very positive views toward the DID Project in Year 5. 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. 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.

## Trends Across Years 1-5

This section of the report focuses on Years One through Five of the *DID Project*, during which participants included teachers and students at seven European and five U.S. sites (see Table 31).

Table 31. *DID Project* Participating Sites, Years 1-5

Site	Year(s) Participated
Azerbaijan	1-5
Czech Republic	1-5
Estonia	2-5
Lithuania	1-5
Russia: Kaluga	2-5
Russia: Moscow	2-5
Serbia	4
Chicago, Illinois	1-5
Columbia, South Carolina	2-5
Denver, Colorado	2-5
Fairfax County, Virginia	1-5
Los Angeles, California	1-5

These trends stem from multiple types of data (documents, interviews, focus groups, observations, surveys) collected from multiple sources (students, teachers, school administrators, site coordinators, project directors). Major findings include the following:

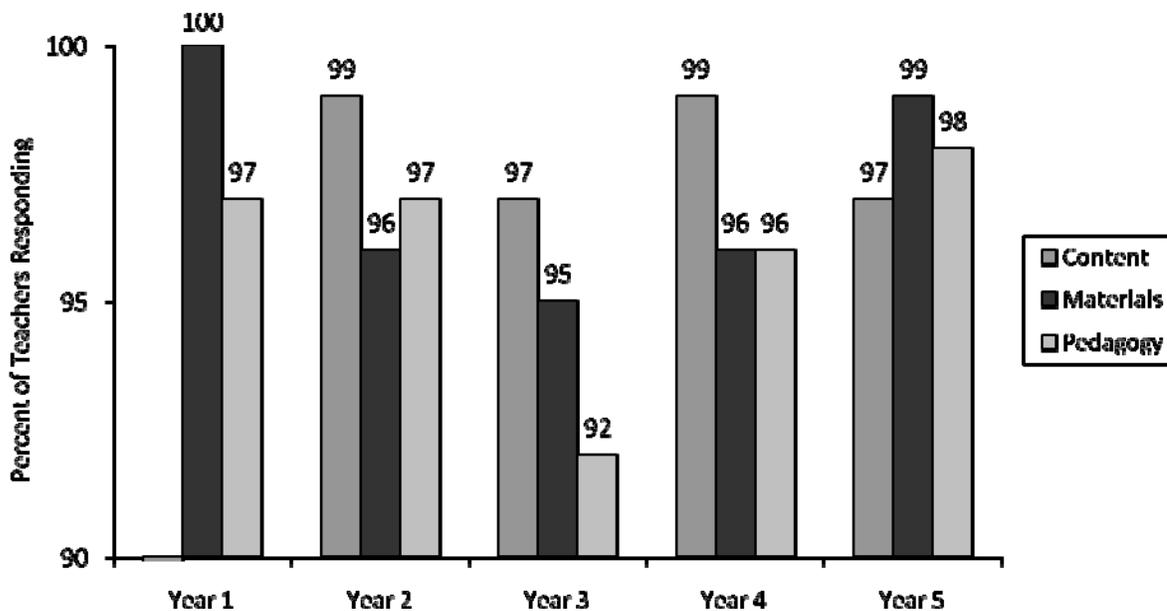
- Approximately 380 teachers (years 1-5) participated in the professional development workshops to learn a model of deliberation, Structured Academic Controversy (SAC).
- The teachers rated the workshops effective in terms of: content (97-99%, years 2-5), materials (95-100%, years 1-5), and pedagogy (92-98%, years 1-5) (see Figure 8).
- Teachers believed that after their involvement in the DID Project, they had enough skill to effectively conduct deliberations. Across years 1-5, between 94-99% indicated they would continue to use deliberation in their classrooms during and after their participation in the project (see Figure 9).
- Over 92% of the teachers (92-94%, years 2-5) believed that their participation in the project has deepened their understanding of democracy (see Figure 9).
- Teachers consistently (years 2-5) found the Site Coordinators to be the most helpful sources of support during their implementation of deliberation. The lack of adequate time available for conducting deliberations was the leading difficulty cited by teachers (years 2-5).
- 218 (years 1-5)<sup>2</sup> teachers participated in teacher exchanges with their partner site. For many teachers, the experience greatly enhanced their worldview.
- Student participation in the DID Project increased from approximately 1,118 students in Year One to approximately 5,200 students in Year Five.
- In Years 2-5, the teachers reported that “almost all” of their students engaged in critical thinking (93-100%) and were respectful of one another’s views (93-100%) during the deliberations (see Figure 10).
- In Years 2-4, students reported that they learned a lot from (83-87%) and enjoyed the deliberations (83-89%), developed a better understanding of the issues (87-88%), and increased their abilities to state their opinions (79-81%) (see Figure 11).
- In Years 2-4, 64-76% of students agreed with the statement, “because of my participation in the deliberations, I am more confident talking about controversial issues with my peers” (see Figure 11).
- Over Years 2-5, an average of approximately 670 students (468-789), or 16% of all students each year (11-20%), participated in the videoconferences. Teachers (94-96%, years 2-5) felt that the videoconferences were effective (see Figure 12), while students reported that they both enjoyed (88-90%, years 3-4) and learned a lot from (77-78%, years 3-4) the videoconferences.
- In Years 2-4, 53-61% of students reported participating in online discussions. Of students registered on the discussion board (11,306 users total), 48% did not post, while another 13% posted once and 24% posted 2-5 times (years 2-5). The discussion board was beset by technical problems, lack of computer access, and the lag time between student posts.

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<sup>2</sup> This number is larger than the number of individual teachers who visited another country as part of the *DID Project* because some teachers participated in the exchanges multiple years.

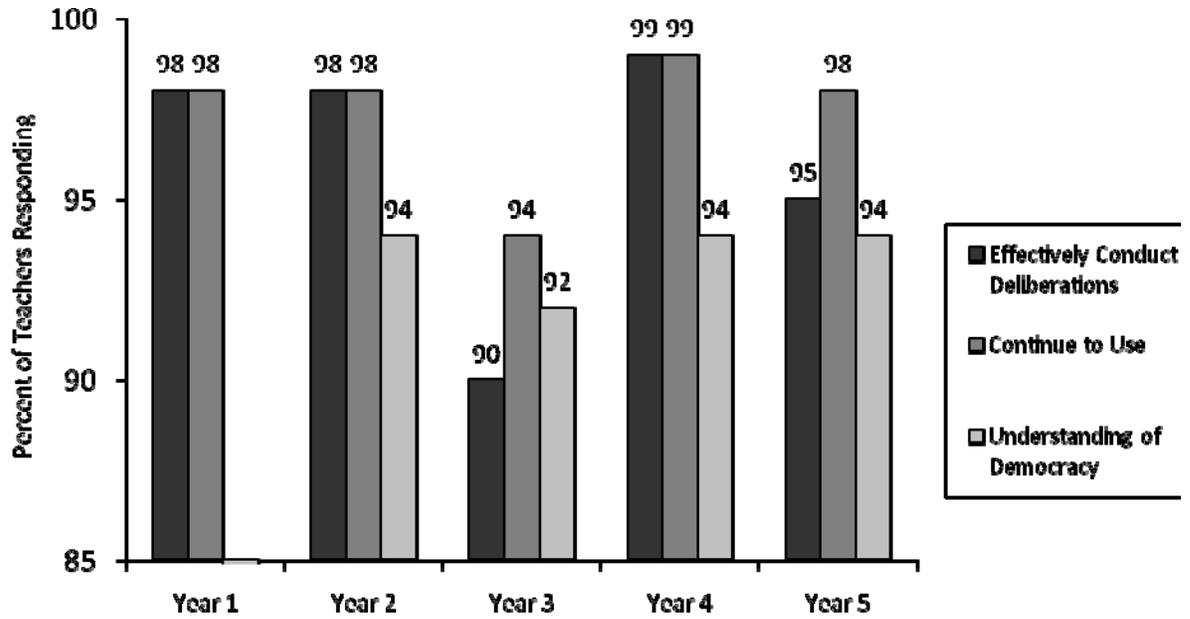
- Still, students who reported participating on the discussion board felt that they learned a lot from the experience (66-70%, years 3-4), and that they enjoyed the online discussions (84-87%, years 3-4). Teachers (59-85%, years 1-5) felt that the online interactions were effective (see Figure 12).
- A comparison of pre- and post-survey responses showed that, after participating in the DID Project, significantly **more** students reported:
  - knowing more about politics than most people their age (years 1-4)
  - being able to understand most political issues easily (years 1-4)
  - they usually had something to say when political issues or problems were being discussed (years 2-4)
  - they were interested in politics (year 4)
- Students reported that the number of discussions about controversial issues with the following groups **increased** after participating in the DID Project:
  - teachers (years 2-4)
  - peers (years 2, 4)
  - family members (year 4)
- In Years 3 and 4, 54-68% of students reported that they discussed the deliberations with their families. European students (57-73%, years 3-4) were more likely to do so than were their US counterparts (49-64%, years 3-4) (see Figure 13).
- In Years 3 and 4, 65-71% of students reported that they discussed the deliberations with their peers. European students (73-78%, years 3-4) were more likely to do so than were their US counterparts (53-66%, years 3-4) (see Figure 14).

Figure 7. Teachers' Ratings of the Quality of DID Professional Development, Years 1-5



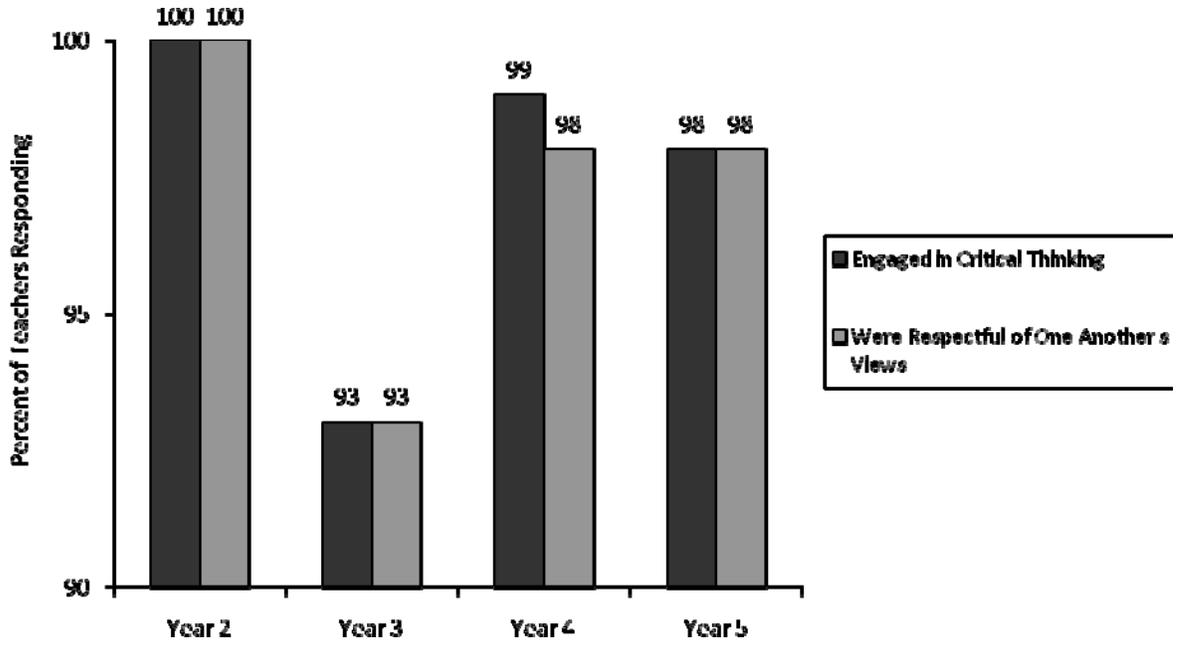
Note: Teachers were not asked survey questions about content until Year 2, therefore no data are available for Year 1 in this area. The number of teachers who answered survey questions ranged from 50 in Year 1 to 139 in Year 4; for more specific numbers, please contact the authors.

Figure 8. Impact of the DID Project on Teachers, Years 1-5



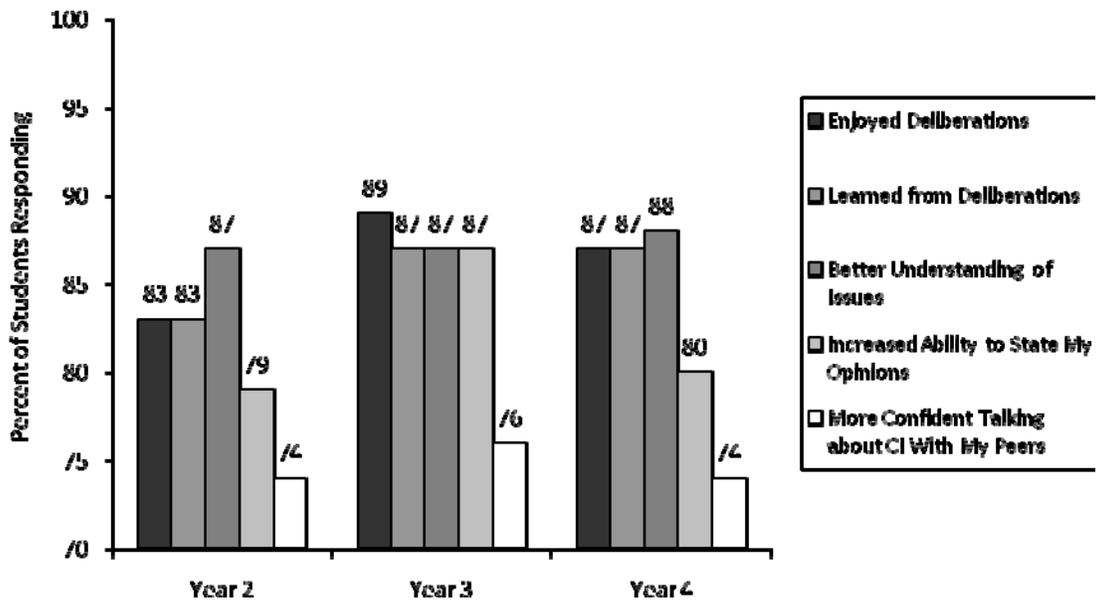
Note: Teachers were not asked whether their participation in the DID Project impacted their understanding of democracy until Year 2, therefore no data are available for Year 1 in this area. The number of teachers who answered survey questions ranged from 49 in Year 1 to 138 in Year 4; for more specific numbers, please contact the authors.

Figure 9. Teachers' Reports of Student Learning, Years 2-5



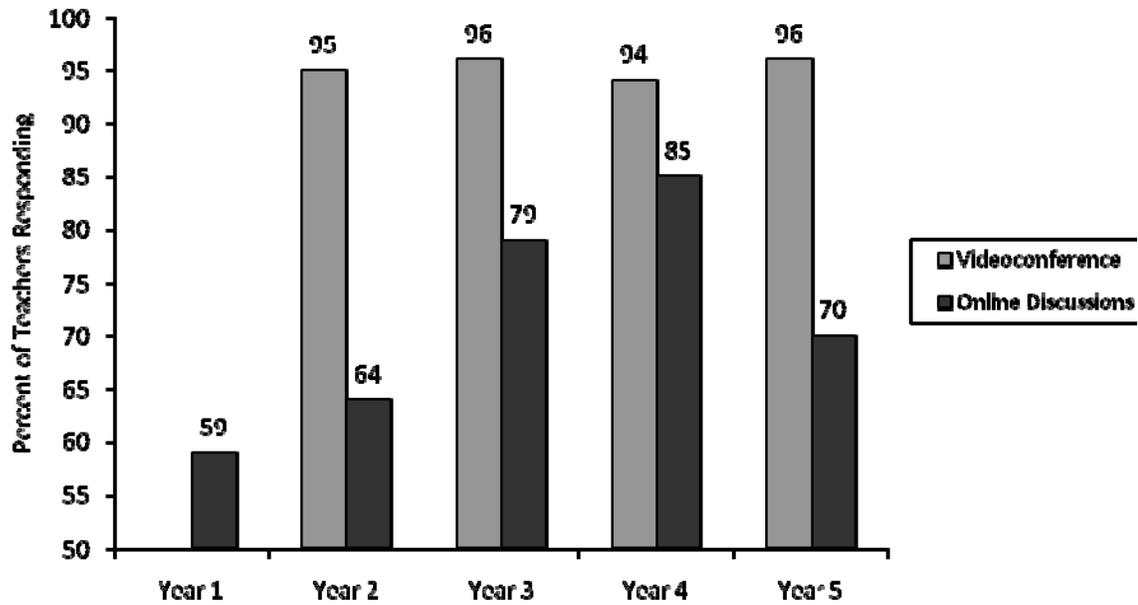
Note: Teachers were not asked survey questions about student learning until Year 2, therefore no data are available for Year 1 in this area. The number of teachers who answered survey questions ranged from 47 in Year 2 to 137 in Year 4; for more specific numbers, please contact the authors.

Figure 10. Students' Experiences with Deliberations (self-report), Years 2-4



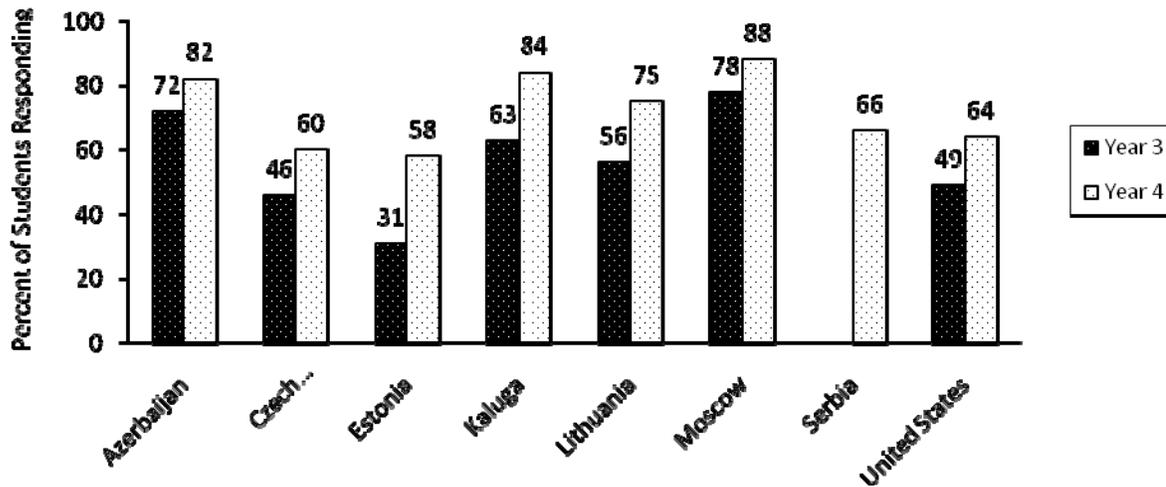
Note: Students were not asked survey questions about their experiences with deliberation in Years 1 and 5, therefore no data are available for those years in this area. The number of students who answered survey questions ranged from 1,959 in Year 2 to 2,604 in Year 4; for more specific numbers, please contact the authors.

Figure 11. Teachers' Perceptions of the Effectiveness of the Videoconference and Online Discussions, Years 1-5



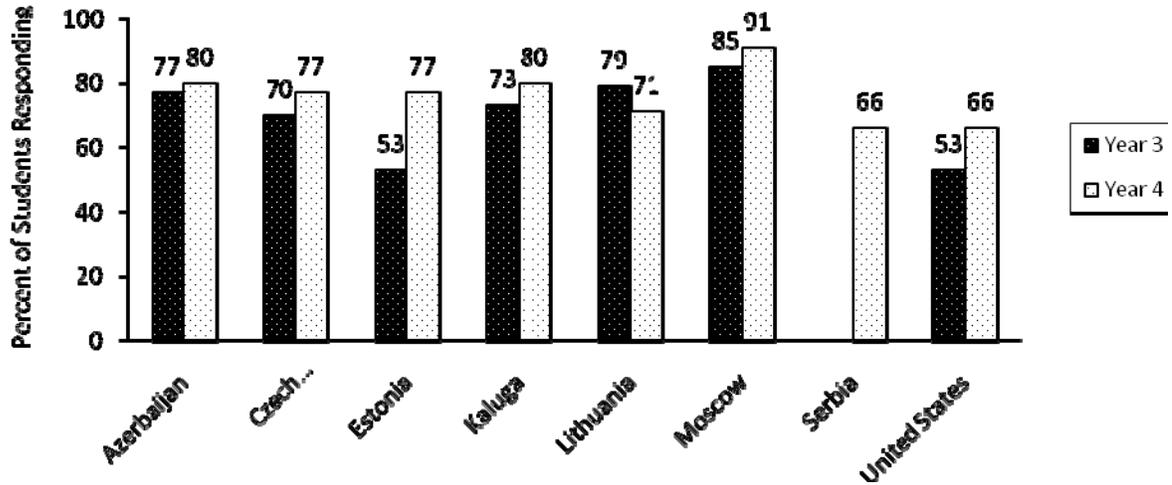
Note: Teachers were not asked about the effectiveness of the videoconferences until Year 2, therefore no data are available for Year 1 in this area. The number of teachers who answered survey questions ranged from 29 in Year 1 to 108 in Year 4; for more specific numbers, please contact the authors.

Figure 12. Students' Discussions about Deliberations with Family Members, Years 3-4



Note: Students were not asked survey questions about discussing deliberations with family in Years 1, 2, or 5, therefore no data are available for those years in this area. Serbia did not join the DID Project until Year 4, therefore no data are available for that site in Year 3. The number of students who answered survey questions ranged from 2,031 in Year 3 to 2,540 in Year 4; for more specific numbers, please contact the authors.

Figure 13. Students' Discussions about Deliberations with Peers, Years 3-4



Note: Students were not asked survey questions about discussing deliberations with peers in Years 1, 2, or 5, therefore no data are available for those years in this area. Serbia did not join the DID Project until Year 4, therefore no data are available for that site in Year 3. The number of students who answered survey questions ranged from 2,024 in Year 3 to 2,540 in Year 4; for more specific numbers, please contact the authors.

### **Summary Statement: Years 1-5**

Overall, the *DID Project* has been rated highly by both teachers and students. Teachers have been particularly satisfied with the professional development sessions and support. They indicate that they will continue to use both the SAC deliberation method and the DID curricular materials in the future. The majority of students said they enjoyed the deliberations and learned a lot from their participation in the *DID Project*. Students and teachers agreed that participating in the deliberations helped students develop critical thinking skills. Students also indicated an increased interest in discussing controversial issues after participating in the deliberations. In focus groups and interviews, students and teachers have consistently praised the high quality of all aspects of the *DID Project*, and those remarks are reflected in the consistently positive survey results.

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Appendix A

Topics and Deliberation Questions for 2008-2009

<b>Deliberation Topic</b>	<b>Issues Question</b>
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
<b>Azerbaijan/ Fairfax County, VA</b>	<p>August 14, 2008, 2008 Professional Development #1 (Fairfax County, VA)</p> <p>September - December 2008 Classroom Deliberation #1 (Azerbaijan)</p> <p>September 30, 2008 Professional Development #2 (Fairfax County, VA)</p>		<p>November 2008 Classroom Deliberation #1 (Fairfax County, VA)</p> <p>November 2, 2008 Videoconference (Azerbaijan Fairfax County, VA)</p> <p>November 15, 2008 Professional Development #1 (Azerbaijan)</p>	<p>December 2008 Videoconference #1 (Azerbaijan/Fairfax County, VA)</p>	<p>January – February 2009 Deliberation #2 (Fairfax County, VA)</p> <p>January-March 2009 Classroom Deliberation #2 (Azerbaijan)</p> <p>January 17, 2009 Professional Development #2 (Azerbaijan)</p> <p>January 20-30, 2009 Teacher Exchange (Azerbaijan and Moscow to South Carolina, Los Angeles and Fairfax County, VA)</p>
<b>Czech Republic/ Chicago</b>	<p>July 2008 Expansion Institute (Chicago)</p> <p>September 27, 2008 Professional Development #1 (Chicago)</p> <p>September 27- November 8,</p>	<p>October 3, 2008 Reflection and Planning Meeting (Czech Republic)</p> <p>October 24, 2008 Videoconference #1 (Czech Republic/ Chicago)</p>	<p>November 8, 2008 Professional Development #2 (Chicago)</p> <p>November 9, 2008 – February 21, 2009 Classroom Deliberation #2 (Chicago)</p> <p>November 22, 2008</p>	<p>December 2008- January 2009 Classroom Deliberation #1 (Czech Republic)</p>	<p>January 27, 2009 Professional Development #2 (Czech Republic)</p>

	2008 Classroom Deliberation #1 (Chicago)		Professional Development #2 (con't.)( Chicago)  November 24, 2008 Professional Development #1 (Czech Republic)		
<b>Estonia/ Denver</b>	September 19, 2008 Professional Development #1 (Estonia)	October 16, 2008 Videoconference #1 (Estonia/Denver)	November-December 2008 Classroom Deliberation #1 (Denver)  November 20, 2008 Professional Development #1 (Denver)	December 5, 2008 Professional Development #2 (Denver)  December 12, 2008 Professional Development #2 (Estonia)  December 15-20, 2008 Classroom Deliberation #1 (Estonia)	January 2009 US Delegation visit to Estonia  January 5-6, 2009 Estonian and Russian School Teacher Seminar (Estonia)  January 5-6, 2009 Teacher Exchange (Denver to Estonia)  January 22, 2009 Professional Development #3 (Denver)
<b>Kaluga/ Columbia, SC</b>	September 3, 2008 Professional Development #1 (Columbia, SC)	October 8, 2008 Professional Development #1 (Kaluga)  October 29, 2008 Professional Development #2 (Columbia, SC)	November 2008 Classroom Deliberation #1 (Columbia, SC)  November-December 2008 Classroom Deliberation #1 (Kaluga)	December 12, 2008 Professional Development #2 (Kaluga)	January –February 2009 Classroom Deliberation #2 (Columbia, SC)  January 20-30, 2009 Teacher Exchange (Azerbaijan and Moscow to Columbia, SC, Los Angeles and Fairfax)

					January 23-25, 2009 Myrtle Beach, SC Expansion Workshop
<b>Lithuania/ Los Angeles</b>		<p>October 2008 Deliberation #1 (Los Angeles)</p> <p>October 8, 2008 Professional Development Session #1 (Los Angeles)</p> <p>October 24, 2008 Professional Development #1 (Lithuania)</p> <p>October 27-31, 2008 Classroom Deliberation #1 (Lithuania)</p>	November 18, 2008 Student Videoconference #1 (Lithuania/Los Angeles)	<p>December 2008- January 2009 Deliberation #2 (Los Angeles)</p> <p>December 3, 2008 Professional Development Session #2 (Los Angeles)</p> <p>December 5-6, 2008 Professional Development #2 (Lithuania)</p> <p>December 8-12, 2008 Classroom Deliberation #2 (Lithuania)</p>	January 28, 2009 Professional Development Session #3 (Los Angeles)
<b>Moscow/ Los Angeles</b>		<p>October 2008 Deliberation #1 (Los Angeles)</p> <p>October -November 2008 Classroom Deliberation #1 (Moscow)</p> <p>October 8, 2008 Professional Development</p>		<p>December 2008- January 2009 Deliberation #2 (Los Angeles)</p> <p>December 3, 2008 Professional Development Session #2 (Los Angeles)</p> <p>December 9, 2008</p>	<p>January – February 2009 Classroom Deliberation #2 (Moscow)</p> <p>January 20-30, 2009 Teacher Exchange (Azerbaijan and Moscow to South Carolina, Los Angeles and Fairfax)</p>

		<p>Session #1 (Los Angeles)</p> <p>October 8, 2008 Professional Development #1 (Moscow)</p>		<p>Videoconference #1 (Moscow/Los Angeles)</p> <p>December 11, 2008 Professional Development #2 (Moscow)</p>	<p>January 28, 2009 Professional Development Session #3 (Los Angeles)</p>
<b>Serbia/Los Angeles</b>		<p>October 2008 Deliberation #1 (Los Angeles)</p> <p>October 8, 2008 Professional Development Session #2 (Los Angeles)</p> <p>October 25-26, 2008 Professional Development Session #1 (Serbia)</p>	<p>November 2008 Classroom Deliberation #1 (Serbia)</p> <p>November 18, 2008 Student Videoconference #1 (Los Angeles/Lithuania)</p>	<p>December 2008-January 2009 Deliberation #2 (Los Angeles)</p> <p>December 1, 2008 Serbian Teacher and Student Preparation Meeting for DVC</p> <p>December 3, 2008 Professional Development Session #2 (Los Angeles)</p> <p>December 9, 2008 Videoconference #1 (Moscow/Los Angeles)</p> <p>December 12, 2008 Videoconference #1 (Serbia/Los Angeles)</p> <p>December 28, 2008 Professional Development</p>	<p>January 28, 2009 Professional Development Session #3 (Los Angeles)</p>

				Session #2 (Serbia)	
	February	March	April	May	June
<b>Azerbaijan/ Fairfax</b>	February 17, 2009 Professional Development #3 (Fairfax)	March, 13, 2009 Videoconference #2 (Azerbaijan/Fairfax)  March 14, 2009 Fairfax County, VA Expansion Workshop  March 28-April 3, 2009 Teacher Exchange (Fairfax to Czech Republic)	April-May 2009 Classroom Deliberation #3 (Azerbaijan)  April 4, 2009 Professional Development Session #3 (Azerbaijan)  April 9, 2009 School- to School Teleconference (Fairfax)  April 11-18, 2009 Teacher Exchange (Fairfax to Moscow)  April 30, 2009 Student Conference on Global Climate Change (Azerbaijan)	May 2009 Classroom Deliberation #3 (Fairfax)	June 1, 2009 DID Session with Education Project for teachers from refugee schools (Azerbaijan)
<b>Czech Republic/ Chicago</b>	February - March 2009 Classroom Deliberation #2 (Czech Republic)  February 6-7, 2009 Expansion Institute (Czech Republic)	March 28-April 3, 2009 Teacher Exchange (Chicago to Czech Republic)	April - May 2009 Classroom Deliberation #3 (Czech Republic)  April 2, 2009 Professional Development Session #3 (Czech Republic)	May 11, 2009 Student National Conference (Czech Republic)  May 20, 2009 Professional Development #4 (Chicago)	June 24, 2009 Reflection Session (Czech Republic)

	<p>February 21, 2009 Professional Development #3 (Chicago)</p> <p>February 21 – May30, 2009 Classroom Deliberation #3 (Chicago)</p>		<p>April 11-17, 2009 Teacher Exchange (Czech Republic to Chicago)</p> <p>April 16, 2009 Videoconference #2 (Chicago /Czech Republic)</p>		
<b>Estonia/ Denver</b>	<p>February 2009 Classroom Deliberation #2 (Denver)</p> <p>February 6, 2009 Professional Development #3 (Estonia)</p> <p>February 9-27, 2009 Classroom Deliberation #2 (Estonia)</p>	<p>March 16-31, 2009 Classroom Deliberation #3 (Estonia)</p> <p>March 19, 2009 Professional Development Session #4 (Denver)</p>	<p>April 2009 Classroom Deliberation #3 (Denver)</p> <p>April 2, 2009 Professional Development Session #5 (Denver)</p> <p>April 16, 2009 Videoconference #2 (Estonia/Denver)</p> <p>April 26-May 4, 2009 Estonian SC visit to Azerbaijan</p>	<p>May 12, 2009 Professional Development Session #6 (Denver)</p> <p>May 22, 2009 Professional Development #4 (Estonia)</p>	<p>June 29-30, 2009 DID Summer Institute for new participants</p>
<b>Kaluga/ Columbia, SC</b>	<p>February 2009 Classroom Deliberation #2 (Kaluga)</p> <p>February 10, 2008 Professional Development #3 (Columbia, SC)</p>	<p>March -April 2009 Classroom Deliberation #3 (Kaluga)</p>	<p>April 14, 2009 Videoconference (Azerbaijan/ Columbia, SC)</p>	<p>May 2009 Classroom Deliberation #3 (Columbia, SC)</p> <p>May 19, 2009 Professional Development #4 (Columbia, SC)</p>	

	February 26, 2009 Professional Development #3 (Kaluga)				
<b>Lithuania/ Los Angeles</b>	February 2009 – March 2009 Deliberation #3 (Los Angeles)	March 26, 2009 Videoconference #2 Lithuania/Los Angeles  March 26, 2009 Professional Development #3 (Lithuania)  March 26, 2009 Student Videoconference #1 (Lithuania/Serbia)	April 2009 Classroom Deliberation #3 (Lithuania)  April 2009 – May 2009 Additional Deliberations (Los Angeles)		June 11, 2009 Professional Development Session #4 (Los Angeles)  Summer 2009 Intensive summer course for EU University students in Portugal; <i>DID Project</i> was presented and Climate Change was deliberated
<b>Moscow/ Los Angeles</b>	February 2009 – March 2009 Deliberation #3 (Los Angeles)  February 26, 2009 Professional Development #3 (Moscow)	March-April 2009 Classroom Deliberation #3 (Moscow)  March 5, 2009 Student Videoconference #2 (Moscow/Los Angeles)	April 2009 – May 2009 Additional Deliberations (Los Angeles)  April 11-18, 2009 Teacher Exchange (Los Angeles to Moscow)	May 2-9, 2009 Teacher Exchange (Moscow to Los Angeles)	June 11, 2009 Professional Development Session #4 (Los Angeles)
<b>Serbia/Los Angeles</b>	February 2009 Classroom Deliberation #2 (Serbia)  February 2009 – March 2009	March 5, 2009 Student Videoconference #2 (Moscow/Los Angeles)  March 17, 2009	April 2009 Classroom Deliberation #3 (Serbia)  April 2009 – May 2009 Additional		June 2009 Serbian Teachers and DID Staff hold preparation meetings for Summer DID Conference

	<p>Deliberation #3 (Los Angeles)</p> <p>February 16, 2009 Professional Development Session #3 (Serbia)</p>	<p>Serbian Teacher and Student Preparation Meeting for DVC</p> <p>March 19, 2009 Student Videoconference #2 (Serbia/Los Angeles)</p> <p>March 26, 2009 Student Videoconference #2 (Serbia/Lithuania)</p>	<p>Deliberations (Los Angeles)</p> <p>April 4-11, 2009 Teacher Exchange (Los Angeles to Serbia)</p> <p>April 11-18, 2009 Teacher Exchange (Los Angeles to Moscow)</p> <p>April 18-26, 2009 Teacher Exchange (Serbia to Los Angeles)</p>		<p>June 11, 2009 Professional Development Session #4 (Los Angeles)</p>
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