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Abstract

The study contributes to the inter-disciplinary field of deliberative pedagogy (DP), which is an engaged learning approach focused on academic processes that facilitate student learning of values, attitudes, and skills that support deliberative practice (Shaffer et al. 2017, xxi). The analysis examines the perceived effects of a DP course on Israeli students' attitudes associated with the idea of deliberative democracy. The semester-long process was implemented at a private liberal arts college in Israel during three consecutive academic years in 2012 through 2015. Taking a grounded theory approach, the thematic analysis is based on open-ended questionnaire data completed by students who participated in the course (N=48), and examines their perceptions of the course's effects. Findings provide empirical support for the theoretical conceptualization of DP as a social learning process designed to affect students' attitudes associated with deliberative practice within their particular social-political context. The study also contributes to the understanding of deliberative faith

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and its role in deliberative pedagogy. The author discusses the implications for Israel and similarly conflicted political contexts as well as for the field at large. (HRK / Abstract übernommen)