November 1, 2013

Kimberly Olivares

Editor, The Journal of the Scholarship of Teaching and Learning

Hello Kimberly,

We are writing with a revised copy of our manuscript, *Public Deliberation as a Teaching Andragogy: Implications for Adult Student Learning from a Doctoral Higher Education Policy Course* (3943)*.* We believe the revised draft addresses all of the important issues raised by the reviewers. The comments from the reviewers are listed in the table below with our corresponding action taken. We look forward to hearing from you soon.

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| **Reviewer Comment** | **Action Taken** |
| **Goals, Objectives, Rationale, Research Question, Hypothesis** |
| **RA** - After finishing the piece I still need a better description of public deliberation in the opening.**RB** - Would like to see better definition of the construct being discussed, especially as related to how it differs from related constructs**In-text** - How could you better convince your audience that public deliberation is not just a different name for in-depth discussion or dialogue conducted in a democratic classroom? A few examples of how public deliberation differs from other terms such as those mentioned would provide more clarity here. If you were testing the construct for discriminate validity as related to in-depth discussion, for example, what would be the key differences that you would expect to find?  | The definition of public deliberation was expanded and clarified. Additional details were added to delineate the process from other forms of classroom dialogue/discussion. Other authors and researchers are included to support the definition and clarification. |
| **Theoretical Framework, Literature Review** |
| **RA** - Statistics in andragogical section need confirming. The numbers don't add up. There are details left out that leave the findings confusing. | NCES statistics on adults in higher education were added and clarification of the point concerning traditional student was made. |
| **RB -** From the literature, cite specific examples of how public deliberation “addressed timely issues of diversity and social justice, encouraged peer mediation, resulted in more inclusive procedural processes, and promoted active civic engagement.” | Additional information from the cited reference included to support this statement. |
| **In-text**- The general sequence is that limitations follow the results or findings and discussion sections, or are included at the close of the discussion section. | The limitations section was moved as suggested by the reviewer. |
| **Methodology** |
|  **RA**- The instrument used for a qualitative study was not the best (course evaluation) I would have liked richer data to fortify the intricacies of the student experiences with this method. | The survey is explained in greater detail and clarification is made. Survey questions listed in the appendix. The actual survey was not a course evaluation, but in addition to the course evaluation and separate. Added additional information that participants were also authors in the manuscript, which adds member checking into the design. This increases quality and trustworthiness of research design.  |
| **RA**- I need more detail on the public deliberation method and steps. That was unclear as I read student responses and implications.**RB -** If another researcher wanted to repeat this research, there is not enough detail for him/her to do so. Be a bit more specific regarding instrument used, including questions asked. Why did two students opt not to participate? | The public deliberation process is described in greater detail. Addressed all of these questions in the manuscript by providing further clarification.  |
| **Findings** |
| **RB** - Good use of quotes. A little vague regarding what students actually produced. Cite examples of what issues where named and how students framed those issues. This was a doctoral course. What work was produced? | The final project is described in greater detail. |
| **In-text** - Perhaps this is covered later in the article. What recommendations do the researchers have regarding this challenge?**In-text**-Again, perhaps this is discussed later. What tactics are used to lessen the likelihood of dominators while at the same time encouraging equal participation? Some individuals do not want to contribute as much as others. What tactics are used to get more participation from those individuals? | More information was added to the discussion section to address the challenge of synchronous group work for adult learners. |
| **Discussion, Implications** |
| **RA** - There is little discussion about how this method might apply to the whole of higher education. I am pretty confident that the statistics regarding traditional aged students are incorrect. To assume that there are more adult learners attending campuses than there are is a potential flaw. (Check NCES statistics after government shutdown is over).**In-text**-I think this is a very important point to make. An example or two would be beneficial. Under what conditions would public deliberation compromise learning? For instance, would public deliberation work well when teaching surgeons how to conduct heart surgery achieving consistently successful outcomes? Why or why not? | Additional information concerning the types of issues that lend themselves to public deliberation was added.The statistics were verified and additional information from NCES was added. |
| **RB -** I question whether “adult education is more effective within a culture of unrestricted inquiry.” Seems to me the teacher needs to be responsible for making certain that critical components of a discipline, such as theory for example, need to be learned. I question whether this would occur in a culture of unrestricted inquiry. There needs to be a balance here. If some guidance is not provided regarding inquiry, students what is important for them to know and why if they are to become excellent practitioners in their respective fields. | This sentence was removed and replaced. |
| Copy editing suggestion | Incorporated all of the suggestions |

Respectfully submitted,



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Enclosure: Revised Draft, 3943,  *Public Deliberation as a Teaching Andragogy: Implications for Adult Student Learning from a Doctoral Higher Education Policy Course.*