Learning About Public Diplomacy in Public: Web 2.0 and Sustainable Assessment and Feedback

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Abstract
This paper explores how publicly accessible blogs can be employed to enable and encourage peer, tutor and practitioner feedback on students' work in progress in the study of contemporary diplomacy, a purpose for which there are reasons for thinking it well tailored. It demonstrates how, building on the use of blogs in earlier years of study, students on my final year module on Public and Cultural Diplomacy are given great latitude to define and research their own understandings of the module, thereby enhancing their employability through sustainable assessment and feedback.

Introduction

It is by no means an understatement to claim that there is a problem with assessment and feedback practices in political science in the UK. The discipline remains wedded to the essay and exam as the predominant modes of assessment and the National Student Survey has consistently shown, since it was introduced in 2005, that students are more dissatisfied with the feedback they receive on their assessed work – in particular its promptness, comprehensibility and usefulness for future improvement – than with any other area of teaching provision under the control of academic staff (Blair et al. forthcoming). Our independent survey of two Politics and IR departments found that levels of complaint were much higher at the two-semester institution, London Metropolitan University, where I teach. Packing the teaching into the 12 intense weeks of a semester makes organising formative feedback opportunities more difficult than in institutions which operate a

[*] I gratefully acknowledge the financial support of the National Teaching Fellowship Scheme project 'It's Good to Talk: Feedback, Dialogue and Learning', which has made possible the research on which this paper is based. Some of the themes of this paper were aired at learning and teaching conferences and events organised by the American Political Studies Association, the British International Studies Association, the Higher Education Academy's subject centre for Sociology, Anthropology and Politics (C-SAP) specialist interest group on assessment, and the Political Studies Association. I am grateful to the many participants at these events for their probing questions and thoughtful comments. Any shortcomings remain my responsibility alone.

teaching year of 24 or more consecutive weeks leading up to the final summative assessment period.[1]

This paper explores the use of Web 2.0 tools, in particular blogs, as a novel form of assessment that can enable feedback from both tutors and fellow students on work in progress, as well encouraging students to develop their research and writing skills in a way that will benefit them in their professional lives following graduation. It examines the use of these tools on the teaching of two modules on contemporary diplomacy at undergraduate level: a second-year module The New Diplomacy, and a final-year module on Public and Cultural Diplomacy.[2] Indeed, we will explore how such tools are ideally suited to the study of diplomacy and public diplomacy in particular. The paper builds on my experience of using blogs in higher education in one way or another since 2006, when, with colleagues, I began experimenting with deploying blogs for students on placements to record their reflections (Curtis et al. 2009). I subsequently introduced blogging as an element of assessment on the New Diplomacy module I introduced at London Metropolitan University in 2009 and I learned a lot from the research my students undertook into education blogging following the award of C-SAP undergraduate project funding (Curtis et al. 2010). I have since used blogs and wikis to develop students' academic writing as a research associate of the *Write Now* centre for excellence in learning and teaching. However, this paper focuses on the themes of assessment and feedback and the benefits of writing in public for student learning and employability.

The Benefits of Blogging Publicly[3]

There is an expansive literature on the subject of blogging in higher education, much of it related to the use of blogs as a form of assessment or platform for student writing. However, there is a great deal of variation in the experiences recorded about just what blogging is and how and where it should be performed. A lot of the literature that purports to explore blogging refers to nothing of the sort; often it relates to students writing on the discussion tool of a virtual learning environment (VLE) such as BlackBoard.

One of the key axes of variation in the literature is the degree of publicity or openness and the size of the potential audience the students are writing for. It seems to me that there are five possible degrees of publicity,[4] with students writing for:

1. Themselves individually alone: although this may seem a completely redundant exercise, a small number of students on placements have reported recording purely private reflections on a blog for later use and reflection.

[1] Indeed, this consideration, perhaps more than any other, stimulated London Met to redesign its undergraduate curricula framework by moving to a 30-week teaching year from October 2012.
[2] These modules form the spine of the new BA in Diplomacy at London Metropolitan University, which will welcome its first intake in September 2012.
[3] An earlier discussion of these benefits can be found in Curtis et al. (2010).
[4] In an earlier development of this theme, I identified only four degrees of publicity (Curtis et al. 2010: 50-51).

2. The tutor alone: again, this may seem to be a poor use of a blog, but colleagues who teach sensitive subjects tell me that a one-to-one process of writing and commenting between the student and tutor is vital to the success of their units.
3. The module cohort and tutor(s) on the VLE: this appears to be the most common approach to 'blogging' in higher education, according to the literature.
4. An enclosed blogosphere: the use of blogs on the placement-learning project mentioned above was a good instance of this model. As students on placements began to recount jokes their MP had told them about the Prime Minister, for example, we decided to restrict the group blog used for recording student reflections to only the tutors and the students from the three institutions involved.
5. Potentially the global online public.

While each of these forms of writing has its uses, as noted above, it is the final approach which most interests me here and where the benefits of writing in public are most clearly to be had. Of course, writing on a publicly accessible platform raises a number of issues which the other modes of blogging do not, not least of which are the protection of students and their identities and the reputation of the institution of higher education which they are representing. To address the former issue, I have required students to register under a pseudonym, which seems to be common practice (Carpenter and Drezner 2010: 265; Beckton 2012: 130), to protect them from overzealous online 'lurkers' who may wish to contact them, but also to ensure and comply with the policy of anonymous coursework and exam marking at my institution. A small number of my colleagues have expressed a concern that poor work on the blog may damage the reputation of our university in the public eye. My response to this has been: observe the quality of my students' work.

I have found that blogging unlocks something in my students and leads in most cases to serious improvements in their academic writing and their final grades on my modules. Indeed, in my experience, writing in public has six general benefits over paper-based or more private forms of writing. First, it motivates students. As one second-year student commented in a focus group, 'It makes you want to do more'. Another student elaborated on this theme in more detail:

> When you are blogging, what is the outcome? You aim for people to comment on your work, you are aiming for the public to follow you; you have more followers, people commenting and thinking you are a good writer. That is the outcome; that is the incentive.

Second, it encourages reflection and participation. Focus group discussions reveal that students see it as a way that more withdrawn or quieter students in the classroom can still contribute to discussions and there are clear benefits in terms of continuous learning from writing online and commenting on each other's work. As two students observed:

> ... once you are forced to do it then later on you actually want to do it ... it's kind of, oh my God! I have to do this, and it's a chore, but then once you get people's feedback and you start running a good discussion, then that makes it more interactive.

> I thought it was quite helpful to keep learning, not just, like, be in the lecture and link what we've learned in the lecture and wait until the next lecture, so it was a continuous process.

Third, there are benefits in terms of tackling problems with academic integrity or plagiarism. There is some debate about whether the use of blogs discourages plagiarism. I have certainly used the opportunity of introducing my students to blogging to reinforce the seriousness of plagiarism, especially in an electronic and public form, which has clear legal implications. On the other hand, some tutors have found that blogging encourages a cut and paste approach to composition (Tekinarslan 2008). In my experience over the past five years, some students who committed plagiarism in their essays also did so in their blogging, but then again a number didn't. However, whether or not blogging encourages plagiarism is not the main issue. The point is that we can identify plagiarism in an early draft of an assignment and demand that the student correct it and gain a better understanding of the required standards of academic integrity from the episode, thus saving students from the often severe punishments they may face if there is evidence of plagiarism in the final submitted version of their work.[5] This is a clear benefit for all involved.

Fourth, blogging unleashes students' creativity, as some develop their writing style for their audience, while most make use of images, videos and weblinks to illustrate their arguments. The first external examiner to review my students contributions on blogs observed that it gave students 'the opportunity to excel' in a way which the traditional essay often does not. As we will see below, blogging is especially suited to the notion of undergraduate research and the whole idea of the 'student as producer' (Neary and Winn, 2009) rather than the mere passive consumer of knowledge. In a very important sense, writing on a blog is writing for publication and allows students to gain an appreciation of themselves as part of the community of scholars (cf. Hagyard and Watling 2012: 77-78).

More generally, I have come to see writing in public as a central element of my broader 'learning in public' manifesto for the transformation of the learning and teaching of political science in the UK, towards one which is keen to establish connections between students and practitioners in a variety of ways, such as visits to embassies and practitioner speakers in the classroom (Curtis 2010). In places this comes close to the notion of 'teaching in public' which has been articulated by Mike Neary and his colleagues at the universities of Warwick and Lincoln (Neary et al. 2012). But while my approach accords with the idea of the student as a co-researcher or producer of knowledge, I don't harbour their suspicion of universities seeking to enhance students' employability, of which the development of higher order research skills is one key element (Curtis forthcoming).

Fifth, students find being able to access the online work of past cohorts very helpful in terms of framing their understanding of each subject. Unlike the content of VLE discussion boards, which are 'lost in time' when the content of the module web is rolled over for each new cohort, I have left standing all of the previous blogs my students have posted work on and I provide current students with links to the blogs used the year before and to specific exemplars of good blogging. This accords with the ideas of Ricardo Blaug and his former students at the University of Leeds relating to what they call 'student inherited research and horizontal learning' (see www.essl.leeds.ac.uk/roundhouse/). As with the online *Roundhouse* journal at Leeds, blogs enable

[5] However, I'd like to note that I have found reading students' work online to be a very different experience from reading it on paper, and there have been instances when I have failed to pick up plagiarism on the blog that then leaps out at me when I mark the final submission of the work on paper.

students to follow how former students grappled with the texts and theories they are confronting, as well as learning from each other.

Finally, blogs enable peer and tutor formative feedback, even within a single semester. In the past I have carried around a pile of students' written exercises, week after week, waiting for the students to appear to return the work in class. Blogs hold out the opportunity of a much faster response to student writing (cf. Carpenter and Drezner 2010: 259). As Doris Dippold has pointed out:

> one … advantage of electronic feedback is that it brings with it the potential to speed up the feedback process considerably in comparison to non-computer-mediated environments, where more time in invested in the administration of the process with the redistribution of student work and the actual provision of feedback (2009: 21).

Therefore educational blogging has the capacity to address the concern with the promptness of feedback – in this case formative feedback (or 'feedforward') to help students improve their work ahead of submission for summative grading . In addition, because fairly detailed comments can be provided online, such feedback will also provide guidance on how to improve work and enable an online dialogue to emerge if necessary. As much of the literature on feedback has observed, dialogue is a central component of good feedback practice (Blair et al. forthcoming). Other forms of electronic feedback may address the issue of promptness, but not the issues of clarification or how to improve in the future.

Public blogging also has an advantage over blogging within a VLE in that it enables external authorities on a subject to interact with students and comment on their work. The authors of a book on e-portfolios comment as follows:

> Blogs … can clearly provide a means of opening up the classroom experience for students. It is not difficult to imagine creative and entrepreneurial teachers inviting experts on a subject to make comment on student work through a blog (Stefani et al. 2007: 140).

Inspired by this passage, I contacted two leading academic authorities on contemporary diplomacy and asked if they would be willing to read and post comments on my students' work. Neither was as enthusiastic as I was and declined the opportunity to review what my students made of their ideas. Nonetheless, other experts, including some practitioners and journalists, found my students work and left them feedback, as we will see below.

A Pedagogy for Diplomatic Studies

A number of commentators have pointed out that blogs constitute a useful learning and teaching tool for political science or international relations more narrowly conceived (Lawrence and Dion 2010; Carpenter and Drezner 2010). In particular, it seems ideally suited to the discipline given the number of political bloggers. In addition, as analysing contemporary developments and currently affairs is central to our discipline in a way which is not the case in any other (Craig 2012), blogs are a useful platform for students to respond to events as they unfold. For example, the release of some 250,000 US diplomatic cables by WikiLeaks in the autumn semester 2010/11 allowed students on my

New Diplomacy module to explore the central theme of the module, such as secrecy vs. openness, by writing about and debating the story and its consequences.

However, there are reasons for thinking that blogging is tailor-made for the study of diplomacy and public diplomacy in particular. As diplomacy is concerned with issues of communication and representation, by its very nature online writing is closely related to the subject matter being studied. Moreover, diplomatic studies seems to be supported by more online sources of information than any of the other subjects I teach, from electronic journal articles to freely accessible discussion papers such as those produced by the Clingendael Institute for Diplomatic Studies and the Center for International Governance Innovation. Consequently, students will feel that they are contributing to academic debates and controversies that are already taking place online. Within diplomatic studies this is even more true of public diplomacy than any other area.

Diplomatic studies is also suited to public blogging by students as it is not the most contentious subject in political science, relatively speaking. While it would be inadvisable to encourage students to write in public on a critical terrorism studies module, for example, for fear of attracting the ire of certain journalists if not drawing the attention of ill-wishers and ill-doers, there seem to be very few risks attached to requiring students to address such issues as the roles of NGOs in contemporary multilateral negotiations, for example.[6] However, not all elements of the modules are suitable for public writing. For instance, I require my final year Public and Cultural Diplomacy students to write a critical comparison of websites of two embassies in London. Due to its potentially more sensitive nature, this assignment is not posted on a blog, as I wanted to avoid disgruntled ambassadors contacting my vice chancellor on what one or another student has said about their website.

But there are two very good reasons why the study of public diplomacy in particular benefits from blogging. First is the fact that public diplomacy is an emerging field of research. As Bruce Gregory (2008) has noted, we are at 'the sunrise of an academic field'. The very rapid expansion of the academic and more popular literature on this subject in recent years has been breath-taking and it is almost impossible to keep abreast of all developments, even if one is a specialist in the field. Moreover, the key concepts, definitions and emerging theoretical perspectives have still to settle and calcify, making this one of the more protean areas of international studies, one which is particular ripe for undergraduate research and publication through blogging. This area of study by its very nature meets Humboldt's requirement that 'universities should treat learning as not yet wholly solved problems and hence always in research mode' (quoted in Hagyard and Watling 2012: 69-70). By independently researching the many and varied aspects of this diverse, multidisciplinary field, students can feel themselves co-researchers alongside the tutor, rather than the more passive recipients of established truths.

The second factor is the use made of Web 2.0 tools in the practice of public diplomacy. As Jan Melissen has observed:

[6] Although the subject is not as uncontentious as one may think. For instance, I recently received an email from a major NGO about one of my student's postings on a member of the NGO who had her visa revoked by the former Soviet republic the student hails from. The post contained information that had not been made public by the NGO and which potentially jeopardised further operations in the country in question.

> With e-bulletins, blogs and other internet-based resources, public diplomacy is … an activity that seems more at home in the global communications' realm than other modes of diplomacy. A growing number of foreign ministers have their personal blogs or write daily tweets for their 'followers' (Melissen, 2011: 1).

The British Foreign and Commonwealth Office in the last years of the Labour government made concerted efforts to employ new technologies such as YouTube, with the Foreign Secretary David Miliband leading a sizeable group of diplomats in blogging about his daily activities, in order, as he put it, to open up 'the secret garden of diplomacy' (Borger 2008). One of the most prolific of these diplomat bloggers is the Ambassador for Multilateral Arms Control Negotiations John Duncan. He found a student's entry on the interaction between state and NGO officials on the blog and left two sizeable chunks of text by way of feedback and commentary. Here is his first entry in full:

> Jose, Some really good points here and the recent Cluster Munitions Treaty is a testament to what can be done when States and NGOs work together.
>
> But that work had to be done outside the main institutional architecture and although few will admit it there were really risks of creating a new norm with few countries who had any real equity in upholding it. Also it demonstrates that many states within the existing architecture still has to really buy-into the New Diplomacy.
>
> A final point is that NGOs sometimes have a problem bringing such exercises to a conclusion since so many of them are lobbying organisations. I don't suggest that his is un-important but it can lead to a tendency to constantly "up the ante" and see any compromise as a sell-out. For more thoughts on the new Diplomacy in practice see my own blog.

My students have also received comments on their work from former and serving British and American diplomats, academics who teach diplomacy, NGO officials and journalists and other informed parties, although they tend not to leave comments of this length or detail. Nonetheless, the affirmation that students receive by receiving such comments and the recognition that their work is being read, gives them a considerable boost when it happens.

Finally, although my emphasis in this paper has been almost entirely on blogs, other Web 2.0 tools may be used to establish such connections between students and practitioners. As noted above, many foreign ministries now have Twitter accounts and YouTube channels. My students used the latter to record a series of nine questions for the Russian ambassador to the Court of St James, who responded with a 10 minute video. This mode of interaction is a possible substitute for visiting embassies which might be useful to colleagues who teach diplomacy at more provincial institutions.

Blogging, Assessment and Feedback

Since introducing blogs as a mode of assessment on my class-taught modules, I have been experimenting to find the optimal ways of embedding their use in order to facilitate feedback on students' first drafts of their work as well as improving their online writing and research skills. I have used the introduction of a new BA programme in Diplomacy at my institution to develop and embed the use of blogs at all three levels of the programme, with the removal of some of the scaffolding in years two and three. First year students studying the module Peace, Conflict and Diplomacy since

1945 will blog in response to a number of set questions within BlackBoard, to enable them to experience writing for an audience within the safe space afforded by the VLE; second year students studying the Diplomacy Old and New module will blog on a publicly accessible platform on key themes related to the module; while final year students taking the Public Diplomacy and Global Communication module will blog publicly on themes they have researched independently. Therefore students are given increasing degrees of freedom to determine the subject of their blog entries.

Students are required to post their entries on group blogs, each hosting eight to ten students. Each entry must be at least 300 words long and the students are required to post four or five items per semester, with deadlines indicating when they should post something. Students are also required to comment on other students' work at least five times over the course of a semester, with penalties for not doing so, as my previous research indicated a general reluctance by about two-thirds of students to provide comments (Curtis et al. 2009: 54-56). At the end of the module students are required to select which of the entries on the blog they wish to be assessed on and they are encouraged to revise the selected work in the light of the comments they have received and what they have learned subsequently for submission in the form of a 2500-word portfolio constituting 50% of the module mark (the other 50% is an essay). Therefore students become editors of their own work, selecting the pieces they think are strongest and making amendments to them where their peers and/or tutor have highlighted problems in their comments.

Besides encouraging students to reflect on the main themes of a module, unlike the essay which focuses on one theme to the exclusion of others or an exam which often results in superficial treatment, there are other advantages with this form of assessment. For example, it requires students to reflect on the content of the module all the way through, rather than immediately before the point of assessment, which results in deeper learning, and it encourages research-based learning as students are required to research case studies illustrating the themes of the modules, especially in the second and third years. It also emphasises student learning rather than the mere measurement of learning outcomes, which has come in for much criticism for restricting and imprisoning the development of students' knowledge (Hussey and Smith 2002; Savin-Baden, 2008: 23-24, 33). Taking off from this last point, in the remainder of this section I want to focus in particular on how blogging can constitute what David Boud (2007) has called 'sustainable assessment'.

Boud is highly critical of what he see as the dominant use of assessment for certification and determining student achievement, rather than learning and preparing students for a lifetime of learning after graduation, when they will be without formal instruction and experience very little formal assessment. Therefore, whereas summative assessment is concerned with certification of achievements and formative assessment is focused on immediate learning, sustainable assessment emphasises the benefits in terms of long-term, if not lifelong, learning. The dominant views of assessment tend to depict students as only passively involved in the process, with 'no other role than to subject themselves to the assessment acts of others, to be measured and certified' and are therefore in conflict with efforts to engage students as active learners (Boud 2007: 17-18).

To better prepare students as learners following graduation, sustainable assessment practices work at developing students' capacities to form independent judgements, of both their own work and

that of others, 'informing the capacity to evaluate evidence, appraise situations and circumstances astutely, to draw sound conclusions and act in accordance with this analysis' (Boud, 2007: 19). These qualities will better prepare students for professional life and active citizenship following graduation.

By contrast to the essay form of assessment on my module, which reflect the summative mode of assessment identified above – the students passively choose from a list of essay questions I set for them – the blogging element of assessment gels with Boud's depiction of sustainable assessment: the students engage in independent research around the themes of the modules, frame and design their own blog entries, provide constructive comments and feedback on the work of other students, and then edit their own work for submission at the end of the module. As noted above, blogging gives students the opportunity to produce work of originality and flair in a way the standard essay never does and most students score significantly higher grades on their blog portfolios over their essays, sometimes by as much as 15 to 20%.

Building on Boud's connection between assessment practices and lifelong learning and professional work, there are some examples of how blogging can directly have an impact upon students' career plans and successes, beyond the experience of crafting publicly accessible online texts. For example, one student who had never posted on a blog before became the most prolific contributors to the group blogs the semester she took my second-year module and very quickly discovered that she had both an interest in and a talent for writing for a public audience and has decided to pursue a career in journalism. Another student began an internship with a major NGO in London shortly after completing the same module and was told that one of her main tasks would be to maintain a blog reviewing the human rights reports of other NGOs and international organisations in the field.

Some concluding thoughts, the last possibly disquieting

We have seen that blogs provide a mode of learning and assessment which have a number of benefits, not least the enabling of peer and tutor feedback on work in progress. There are also benefits which I had not anticipated, such as interaction with practitioners and experts external to the university and the way this form of assessment gels nicely with the study of diplomacy. In this concluding section, I want to reflect on six issues, ending with one with possibly sinister ethical and pedagogical implications.

First, in my four years of using blogs as a formal mode of assessment on class taught modules, I have discovered that there is always one student in each cohort who vehemently doesn't want to engage in such activity. There hasn't been a common gender, ethnic or demographic factor which accounts for this fact. These students have included British, Africa, Central European and Western European students, of both sexes, from early 20s to early 40s, while other students from these categories have wholeheartedly thrown themselves into writing in public, if with a few reservations at the start. Initially I allowed these students to email their individual pieces to me around the time they should have posted each entry online. But I have come to see that writing for Web 2.0 is today a basic graduate attribute that all students should be able to demonstrate, so all students on my modules are now required to blog.

Second, as a number of authors have noted (e.g., Lawrence and Dion 2010: 154; Beckton 2012: 130), despite all the rhetoric of 'digital natives', students require some basic training in how to register for, navigate and post their work on blogs. I quickly learned that devoting the first half of an early seminar to such technical issues saved me many hours of responding to student emails and sitting with students as they registered and posted their first entries, although I still spend a lot of time doing so.

Third, requiring one's students to blog and then making time to read and comment on their work is an additional burden on faculty time. I do not use blogs on all of the six modules I lead not only because it is not ideally suited to all of the subjects in the way that it is to units in the area of diplomatic studies, but also because it would completely overload me. This belies the view that the 'e' in elearning stands for 'economic' (Middleton 2010: 6). I have concluded that the sound pedagogical benefits to be gleaned from student blogging warrant this pull on my time. However, I quickly found that I needed to carve out designated periods to set aside for reading and commenting on my students' work. Otherwise one will always find reasons for putting it off until it is too late to provide formative feedback that the students will find helpful when revising their work for summative assessment.

Fourth, I found that I very quickly overcome my qualms about publicly criticising my students' work online. Initially I found myself emailing students if I felt they had fundamentally misunderstood a concept or a theory (for some reason, my students often conflate multilateral and shuttle diplomacy, for example). However, except in cases of clear academic misconduct, when I do privately email the students concerned to reiterate that copied text must be set within quotation marks and suitably referenced, I have found the turns of phrase and forms of words through which constructive criticism can be publicly relayed. Such comments almost invariably begin with what the student has done well, and then turn to what needs to be corrected. The use of pseudonyms by the students certainly assists in this regard. Indeed, I usually do not know whose work it is that I am critiquing.

Fifth, there is a concern that students will adopt an instrumental approach to online exchanges, which they undertake to avoid the penalties for not commenting on each other's work rather than a desire to engage in debate and to share ideas in areas that really grab them. Of course, it isn't always clear how one may distinguish sincere and engaged commenting from the cynical exercise of posting comments as random just to make quota, although Jürgen Habermas's distinction between strategic communication and communication oriented to reaching understanding may well offer a starting point for further work in this area.[7]

Finally, it is interesting to reflect on the fact that through their exchange with the Russian Ambassador on YouTube, visits to embassies and high commissions in London, talks from serving and former diplomats in the classroom, and the receiving of comments on their blog entries from diplomats, my students are not just gaining real world experience of public diplomacy but are also its target or object, as these various acts of outreach by officials are aimed at influencing my students' perceptions and understandings of their countries. It is hard to think of any other area of political

[7] I am grateful to Sam McGinty for suggesting this connection between my previous unfulfilled research on Habermas and my current pedagogical endeavours.

science where this could be the case to the same extent.[8] While the self-description of the new public diplomacy, with its emphasis on dialogue and mutual influence, suggests that there is nothing to worry about. For exponents of such an approach, this is simply a cool observation of no consequence, either ethically or pedagogically. However, we should remember that to some analysts public diplomacy is nothing more than propaganda pure and simple (for example, Berridge 2010: 179-190). If that is indeed the case, then exposing students to efforts to influence their thought, no matter how robust the questions and comments they level at the state officials, carries some implications which require further and deeper reflection.

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[8] Attending a campaign speech by a candidate the students have a chance to vote for as part of a unit of study, say on elections, comes close, but the identity of subject matter and targeting is not by any means as close.

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