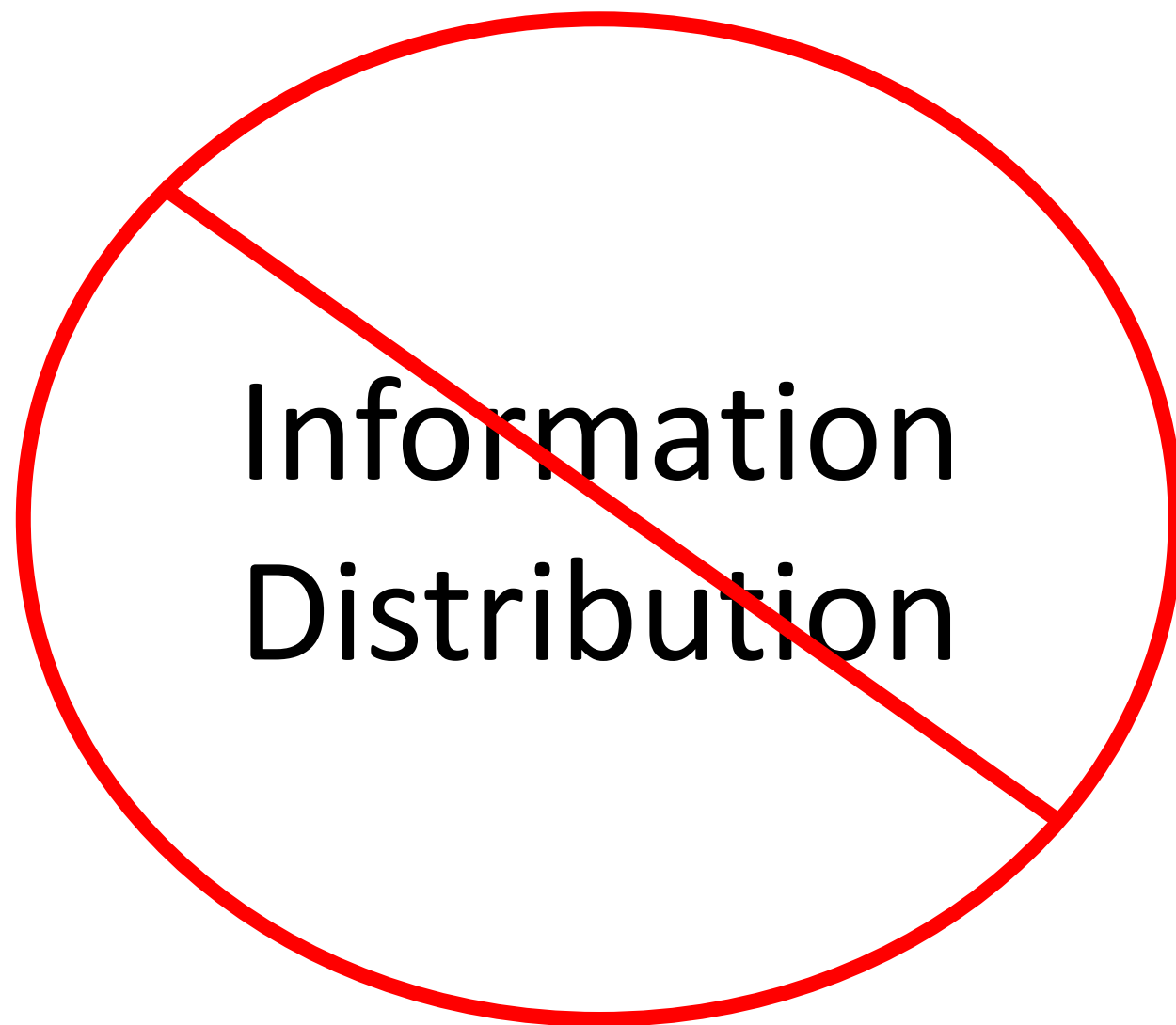


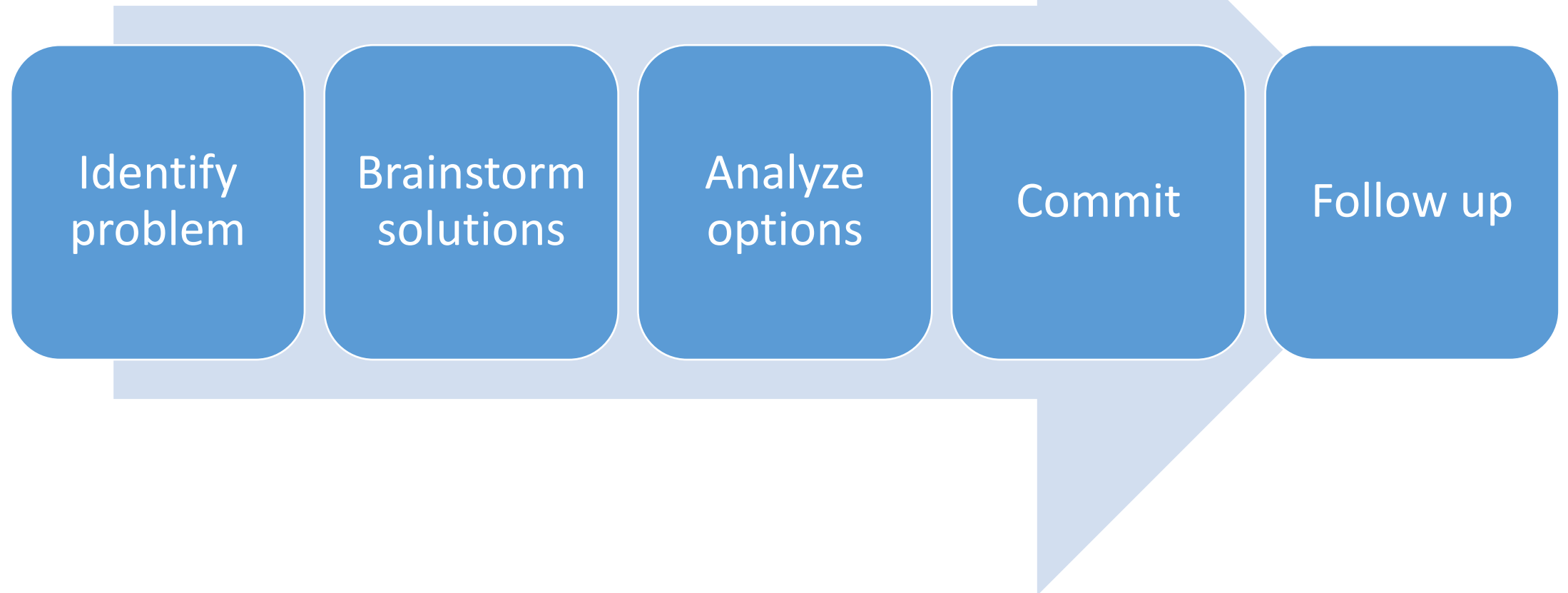
The Art & Science of Teaching:

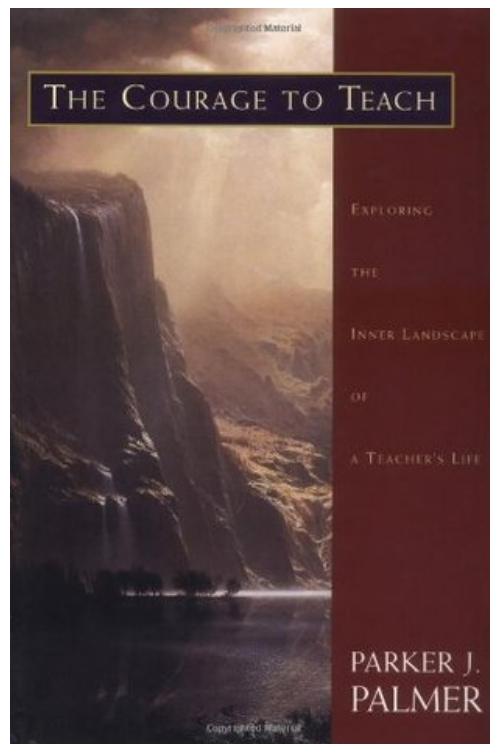
Fostering Meaningful Class
Discussions



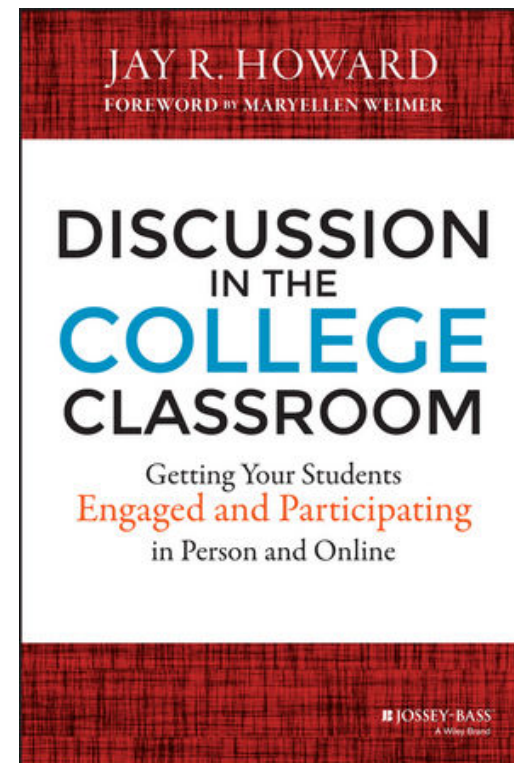
Information
Distribution

Pulling wisdom from the group....and
acknowledging there is not one right way.





University101
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FACULTY RESOURCE MANUAL



Hatful of Quotes



Instructions

What is the main point of your quote?

Why is it important in the context of good facilitation techniques?

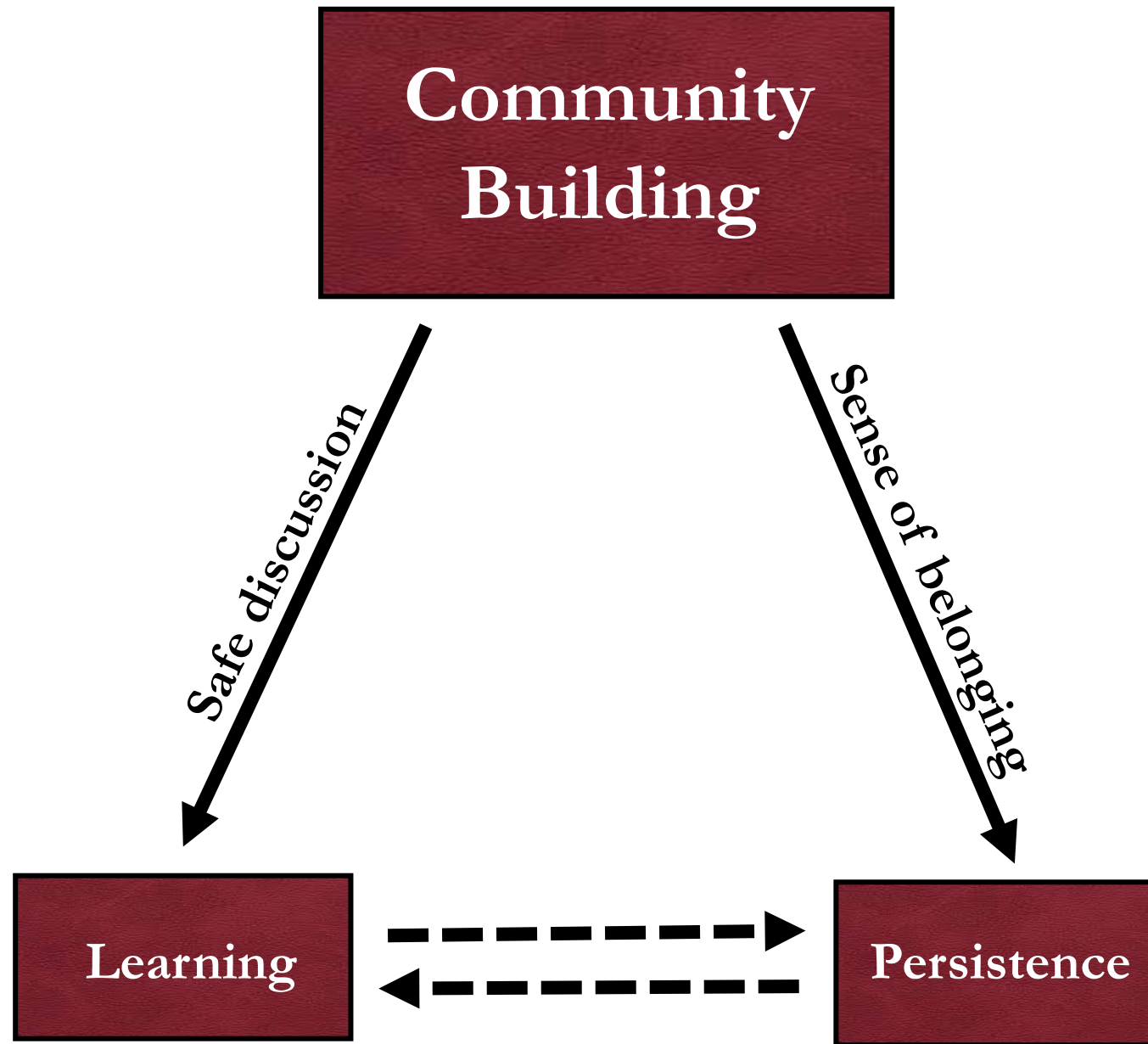
Provide an example from your experience to illustrate the quote.



“....first create opportunities for student-to-student connectedness and only afterwards move toward initiating student participation.”

-Page 38 of *Discussion in the College Classroom*





Community is a pre-requisite to good discussion

- Appropriate self-disclosure on part of instructor
 - “Students take a more active role when teachers talk about themselves.” Most effective when relevant to course material.
 - Howard (2015)



“While it is certainly true that students can be cognitively engaged and actively listening in class without having to participate in discussion, it is quite likely that at numerous points in the course of a class session even the most well-intentioned student will slip from paying attention into paying civil attention”



- Every student talks every day.

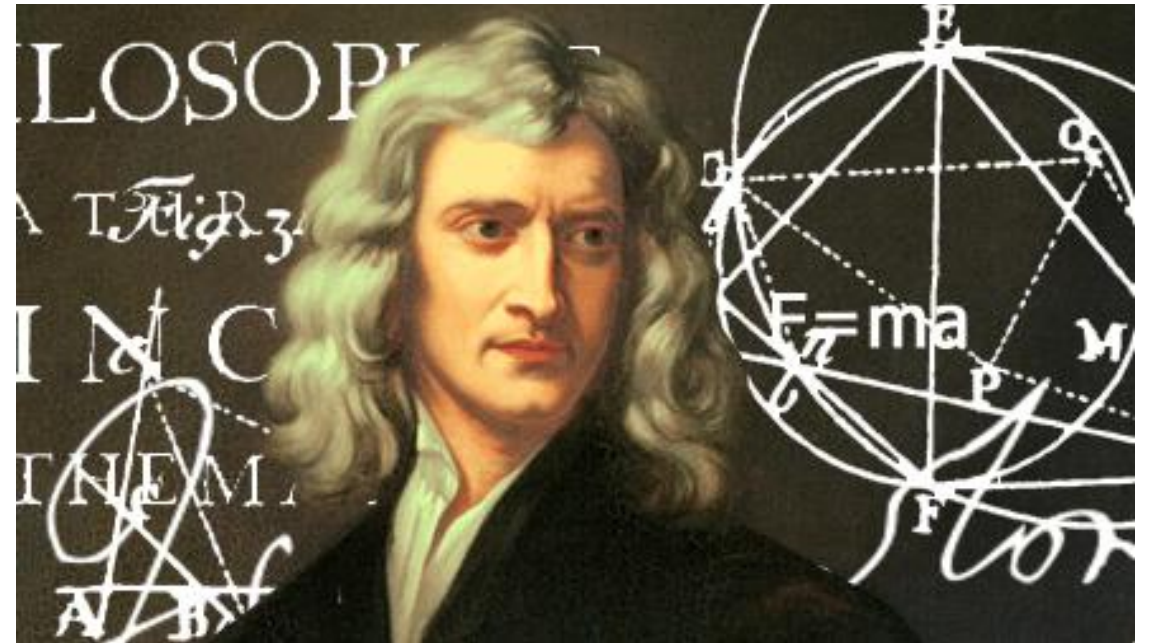
Silence \neq Apathy

- Allow time to formulate thoughts
- Never answer your own question
- Count to 10 in your head



Get them talking....early & often

- The longer a group remains silent, the more likely it is that they will remain silent.



Handling Dominant Talkers

- *“Norm of the consolidation of responsibility.”*

-Karp & Yoels (1976)

- A small number of students (5-8) will account for 75-95% of all student verbal contributions to discussion regardless of class size.



What to say...

- “Let’s hear from someone who hasn’t spoken up today”
- “What do others think?”
- “I haven’t heard any comments from those of you over here. I’d be interested in what you think.”
- “We’ve heard some really great input so far, but I want to hear from someone who hasn’t spoken up yet.”

“Of course the skill of asking questions goes beyond asking the right kind of questions to asking them in a manner that is neither threatening nor demeaning – and receiving responses in the same open and inviting way.”

-Parker Palmer



Ask, don't tell

- Ask good questions
 - Analytical or reflective....rather than factual

FACT

CRAP



Choose words carefully

- Any questions? “good.”
- Respond with positive reinforcement

Non-Neutral	Neutral
That doesn't apply here.	What do others think?
Yes, right.	That's great...what else?



Instructor aggressiveness

- Instructor aggressiveness is a significant deterrent to student participation (Myers and Rocca, 2011).
- Distinction between argumentative (defending a position) v. aggressiveness (attacking the person).





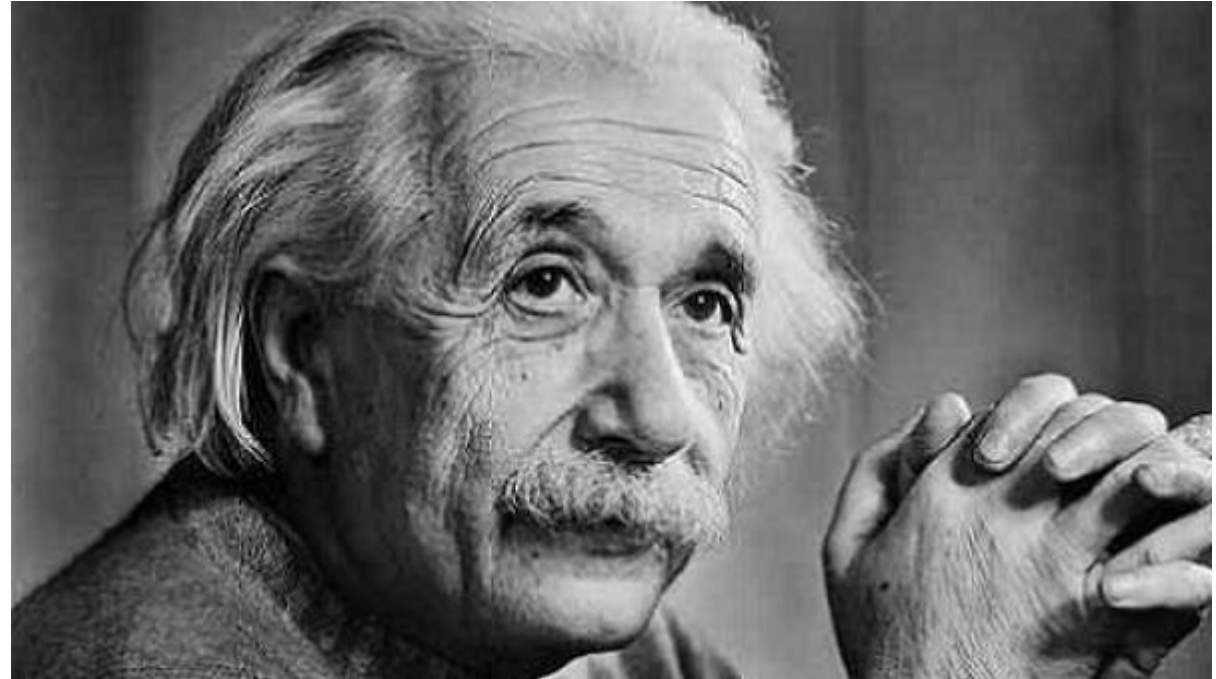
“All participation need not necessarily be in the context of whole-class discussion.”

-Page 29 of *Discussion in the College Classroom*

Vary your strategies

Sample of options:

- Think, pair, share
- Small group discussions
- Graffiti activity
- One-minute paper



The definition of insanity is doing the same thing over and over and expecting different results.

Read your group

- Are they willing to talk as a whole class?
- What's the mix of extroverts / introverts?
- How will time of day impact discussion? Or the strategies you use?



Avoid artificial constraints on discussion



"Who wants the talking stick?"



“If the student is a customer, then the instructor is the academic equivalent of a physical fitness trainer.”

-Page 32 of *Discussion in the College Classroom*



Fitness Trainer Analogy

- -Challenge & Support
 - High expectations and encouraging
- -Like & trust
- Tailored/realistic goals
- -Give coaching on how
- -Feedback



