**Chapter 12 Classroom Discussion**

**Overview**

**-effective use requires an understanding of several important topics pertaining to classroom discussion**

**-discussion-procedures that encourages verbal interchange among students**

**-discourse-reflects the interest in larger patterns of exchange and communication found in classrooms**

**-recitation-those exchanges such as in direct instruction lesson in which teachers ask students a series of lower level or factual questions aimed at checking how well they understand a particular idea or concept**

**Importance of discussions**

**1.improves students thinking and helps them construct their own understanding of academic content**

**2.promotes student involvement and engagement**

**3.helps students learn important communication skills and to develop more effective thinking processes**

**Discourse and cognition**

**-way for students to practice their thinking processes and to enhance their thinking skills**

**-externalization of thinking-exposes ones’ invisible thoughts for others to see**

**-through discussions, teachers are given a window for viewing the thinking skills of their students and a setting for providing correction and feedback when they observe faulty, incomplete reasoning**

**-social aspect is that the ability to promote cognitive growth and to connect and unite cognitive and social aspects of learning**

**Classroom discourse patterns**

**(initiation-response-evaluation)**

**1.initiation-teachers asks a question about the lesson**

**2.response-students raise their hands and reply**

**3.evaluation-teacher evaluates the response with praise or corrects the response-teacher often answers the questions themselves with a short lecture**

**Teacher questioning**

**-important to study the types of questions teachers ask and the ways they ask them**

**-emphasis on fact questions is more effective for promoting young children’s achievement, which involves primarily mastery of basic skills**

**-emphasis on higher cognitive questions is more effective for students when more independent thinking is required**

**-level of difficulty-refers to students’ ability to answer questions correctly regardless of cognitive level**

**-three-fourths should be at level that will elicit correct answers**

**-three-fourths should be at level of difficulty that will elicit some response form students, even if the response is incomplete**

**-no questions should be at level that nobody can answer**

**Wait time**

**-pause between a teacher’s question and the student’s response and between the response and the teacher’s subsequent reaction or follow-up question**

**Planning for discussion**

**1.consider purpose-what type of discussion to hold and specific strategies to employ are next**

**2.consider students**

**-knowing about students’ prior knowledge is just as important in planning a discussion as it is in planning other kinds of lessons**

**-if students have no understanding of the topic under discussion, it is impossible for them to express an opinion or to render a reasonable idea**

**3.choose an approach**

**A. recitations-ask students to listen to or read about information on a topic with a purpose in mind**

**B. inquiry or problems-based discussions-used to engage student is higher-order thinking and to encourage their own intellectual investigation**

**C.sharing-based discussion-helps students develop shared meaning from common experiences or to confront one another with differences of opinions**

**4.make a plan-Madeline Hunter**

**5.develop questioning strategies**

**-asking students questions becomes a key feature**

**-in preparing their questioning strategies, teachers need to consider both the cognitive level of questions and the level of difficulty**

**-go with Bloom’s taxonomy of higher level questions**

**-convergent questions-uses apply and analyze that requires more of students and asks them to focus on the why of some situations and to apply particular types of knowledge**

**-divergent questions-uses evaluate and create and requires students to make judgments based on criteria or what if questions**

**-elaborative interrogation questions-come after a student has answered a particular question such as:**

**A.Why do you believe what you said is true?**

**B.Tell me why you believe that is so.**

**C.What information do you have to support that statement?**

**D.How would you test that idea?**

**-these questions enhances student comprehension and helps extend their thinking about particular topics**

**6.use of physical space appropriately:**

**A.U-shaped seating pattern-teacher is situated in front of the open end of the U so gives the teacher authority**

**B.circle seating pattern-minimizes both emotional and physical distance among participants and maximizes opportunities for students to talk freely with one another**

**Conducting discussions**

**1.estables set and focus the discussion-teacher goes over the aims for the discussion, gains students’ attention, and gets them ready to participate**

**2.focus the discussion-teacher provides a focus for discussion by describing ground rules, asking an initial question, representing a puzzling situation, or describing a discussion issue**

**3.hold the discussion**

**-teacher monitors students interactions, asks questions, listens to ideas, responds to ideas, enforces the ground rules, keeps records of the discussion, and expresses own ideas**

**A.you can use chalkboard, flipchart, or smartboard**

**B.you can use graphic organizers or webs**

**C.great to play devil’s advocate**

**D.respond to students answers to dignify an incorrect response, provide assistance, hold students accountable, respond to students ideas and opinions, and express opinions**

**E.respond to students by reflecting on student ideas, get students to consider alternatives, seek clarification, and label thinking process**

**4.end the discussion-teacher helps bring the discussion to a close by summarizing or expressing the meaning the discussion has had for him or her**

**5. debrief the discussion-teacher asks students to examine their discussion and thinking processes and the meaning the discussion had for them**

**Manage the learning environment**

**1.Slow the pace and broaden participation**

**2.increase interpersonal regard and understanding**

**A. paraphrase-skill for checking whether or not you understand the ideas being communicated to you**

**B.describe behavior-in using a behavior description, one person reports specific observable behavior of another person without evaluating them or making inferences about the other’s motives**

**C.describe feelings**

**D.check impressions-compliments describing your feelings and involves checking your sense of what is going on inside the other person**