

## PLANNING AND LEADING EFFECTIVE CONFERENCES/DISCUSSIONS

AGSEM - September 12<sup>th</sup>, 2018

Facilitator: Joan Butterworth

Question Type	Examples	Use
<b>Evidence</b>	<ul style="list-style-type: none"> <li>• What is the basis for your claim?</li> <li>• Where is that view expressed in the text?</li> </ul>	<i>When an opinion or contribution seems incorrect, unsupported or unjustified.</i>
<b>Clarification</b>	<ul style="list-style-type: none"> <li>• Can you provide an example of what you are talking about?</li> <li>• Can you explain the term you are using?</li> </ul>	<i>To provide speakers a chance to expand on an idea and perhaps be better understood by the class.</i>
<b>Open-ended</b>	<ul style="list-style-type: none"> <li>• Why do you think many take up the nursing profession despite low pay and long hours?</li> <li>• What do you think about the two candidates in this election?</li> </ul>	<i>To open discussion in multiple directions – expanding on intellectual and emotional aspects of issues.</i>
<b>Connective</b>	<ul style="list-style-type: none"> <li>• How does your observation relate to the discussion in class last week?</li> <li>• How does what you are saying add to what has already been said?</li> </ul>	<i>To engage students in the continuity of the discussion; highlighting new information and relating it to prior observations.</i>
<b>Hypothetical</b>	<ul style="list-style-type: none"> <li>• How might the discussion have been different if the leader had refrained from lecturing?</li> <li>• What if the South had won the Civil War?</li> </ul>	<i>To allow students to draw on their knowledge and experience to create probable scenarios (especially helpful for problem solving).</i>
<b>Cause-and-effect</b>	<ul style="list-style-type: none"> <li>• What will be the impact of increasing class size from 50 to 500?</li> <li>• What were the causes and effects of World War II?</li> </ul>	<i>To allow students to consider the relationship and impact of particular circumstances, conditions or situations.</i>
<b>Comparative</b>	<ul style="list-style-type: none"> <li>• What is this really a choice between?</li> <li>• What are the main differences between Christian and Jewish tenets?</li> </ul>	<i>To probe students to think about completing claims or conflicting theories.</i>
<b>Summary</b>	<ul style="list-style-type: none"> <li>• What are 2 of the most important ideas that emerged from today's discussion?</li> <li>• What remains unresolved?</li> </ul>	<i>To summarize or synthesize what has been said. Allows for identification of main ideas and may help improve recall.</i>

## PLANNING AND LEADING EFFECTIVE CONFERENCES/DISCUSSIONS

AGSEM - September 11<sup>th</sup>, 2018

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### Useful Resources

#### Books and Journal Articles

Barkley, E., Cross, P., and Major, C. *Collaborative Learning Techniques*. San Francisco: Jossey-Bass, 2005.

Brookfield, S. D., and Preskill, S. *Discussion as a Way of Teaching: Tools and Techniques for Democratic Classrooms*. San Francisco: Jossey-Bass, 2005.

Christensen, C. Roland. "The Discussion Teacher in Action: Questioning, Listening, and Response." In *Education for Judgment*, edited by C. Roland Christensen, David Garvin and Ann Sweet, 153-172. Boston: Harvard Business School Press, 1991.

Davis, Barbara Gross. *Tools for Teaching*. San Francisco: Jossey-Bass, 2001.

Hollander, Jocelyn A. Learning to Discuss: Strategies for Improving the Quality of Class Discussion. *Teaching Sociology* 30, no.3 (2002): 317-27.

McKeachie, W J. *Teaching Tips*. (8<sup>th</sup> ed.) Lexington, Mass.: Heath, 1986.

Parker, Walter C. Classroom Discussion: Models for Leading Seminars and Deliberations. *Social Education* 65, no. 2 (2001): 111-15.

Taking sides: Clashing views on controversial environmental issues / selected, edited, and with introductions by Thomas A. Easton and Theodore D. Goldfarb. 10<sup>th</sup> ed., expanded. Guilford, CT.: McGraw-Hill/Dushkin, 2004.

Taking sides: Clashing views on controversial bioethical issues / edited, selected, and with introductions by Carol Levine. 7<sup>th</sup> ed. Guilford, Conn.: Dushkin Pub. Group, 1997.

Taking sides: Clashing views on controversial global issues / selected, edited, and with introductions by James E. Harf and Mark Owen Lombardi. 2<sup>nd</sup> ed. Guilford, Conn.: Dushkin/McGraw-Hill, 2004.

Welty, W. M. Discussion Method Teaching. *Change*, 1989, 21(4), 40-49.

#### Selected Online Resources for Graduate Student Instructors

Teaching Guide for Graduate Student Instructors. University of California, Berkeley. Creating discussion guidelines: <http://gsi.berkeley.edu/teachingguide/sections/guidelines.html>

Tips on leading an effective discussion, University of Oregon: <http://tep.uoregon.edu/workshops/teachertraining/basicskills/onlinebeginnings/involveddiscuss.html>

Handbook for Graduate Teaching Assistants, Leading discussion, University of Nebraska-Lincoln: <http://www.unl.edu/gtahandbook/leading-discussions>

Using Class Discussion to Meet your Goals. *Speaking of Teaching* Newsletter Vol 15 (1). The Center for Teaching and Learning, Stanford University: [http://www.stanford.edu/dept/CTL/cgi-bin/docs/newsletter/discussion\\_leading.pdf](http://www.stanford.edu/dept/CTL/cgi-bin/docs/newsletter/discussion_leading.pdf)