DYNAMIC DISCOURSE: Designing Class Discussions that Work
Hello!

We are district instructional specialists from East Baton Rouge Parish.

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What makes us different?

Recognition Techniques | Integrated Note-Taking & Discussion | Q-Space
Objectives & Agenda

Objectives
By the end of the session, participants will
1. Learn strategies for facilitating successful classroom discussions
2. Engage in examples of content specific areas and technology integration.

Agenda
● Human Sculpting
● Content Specific Activities
  ○ English
  ○ Mathematics
  ○ Science
  ○ Social Studies
  ○ Tech Integration
● Debrief/Questions
● Metacognitive Closure
1. Opening Dynamic Ice Breaker - Sans Discussion
Human Sculpting
2. English Language Arts

Grades 3-8
Q-SPACE

What is it?
Q-SPACE is a strategy used to shape discussions.

Why use it?
This strategy is used to encourage high levels of thinking by preventing impulsive responses.
Q-SPACE

Q - Pose a question that requires thinking.

S - Provide silence and wait time.

P - Probe their thinking.

A - Accept every response.

C - Ask students to clarify their ideas.

E - Have students elaborate further on their ideas.
“A Tea” by Angela Johnson

The invitation said,
A tea for Mothers and Daughters.
I didn’t even tell Lucille about it
and threw the envelope into the
garbage
can beside the TV in Dad’s office.
And I was happy when he found it
and looked like he might cry.

I’d stopped crying about being
mom-free
but had to make sure nobody forgot
it—
and in the end wound up with Dad
holding
a tea cup and cookies on his knees,
talking with women
about dress sizes and their husbands.
Q-SPACE

After completing the conversation, have students evaluate the quality of their individual participation in and contribution to the discussion.
<table>
<thead>
<tr>
<th></th>
<th>Not At All</th>
<th>Somewhat</th>
<th>Considerably</th>
<th>Extensively</th>
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<tbody>
<tr>
<td>I took a position, explained it clearly, and used evidence to</td>
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<td>support my ideas.</td>
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<td>I willingly answered people’s questions about my position, and</td>
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<td>I respectfully explained or defended my position when asked. I</td>
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<td>also asked my classmates to clarify or justify their positions</td>
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<td>when appropriate.</td>
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<td>I listened actively and respectfully to my classmates’</td>
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<td>positions. I also compared and contrasted their ideas with my</td>
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<td>own.</td>
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<td>I kept an open mind and was willing to modify my own position.</td>
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<td>Throughout the discussion, I summarized in my mind the things</td>
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<td>that others had said.</td>
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<td>I was actively involved in the conversation.</td>
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3. Mathematics Grades 3-8
Why is this (classroom discussion) important?

- Questioning and discussion are the only instructional strategies specifically referenced in the LA Teacher Evaluation Rubric.

- Component 3b of the rubric stresses the importance of using questioning and discussion as techniques to deepen student understanding.

- Effective teachers promote learning through discussion.
Facilitating Successful Classroom Discussions

1 ESSENTIAL CRITERIA:
High Level of Student Participation and Engagement
Let’s Mingle!

- Select a problem card (elementary or middle).
- Solve the problem, then stand up and begin mingling.
- When I give the signal, stop and find a partner.
- Say or read your explanation. Explain your strategy to your partner.
- Compare your strategies. How are the strategies alike? Different?

Adapted from: Powerful Problem Solving by Max Ray.
Facilitate Meaningful Mathematical Discussion (Discourse)

Effective teaching of mathematics facilitates discourse among students to build shared understanding of mathematical ideas by analyzing and comparing student approaches and arguments (NCTM, 2014, p. 29)

The question becomes... how do we provide opportunities for students to build shared understanding?
One Stray and the Others Stay
Facilitate Meaningful Mathematical Discussion (Discourse)

Classroom Discussion (Discourse) should:

- Build on and honor students’ thinking.
- Let students share ideas, clarify understandings, and develop convincing arguments.
- Engage students in analyzing and comparing student approaches.
- Advance the math learning of the whole class.
4. Science

Grades 3-8
Science is a “New Language”

- Most words are new
- Students must comprehend vocabulary to understand full concepts
- Linking information to prior knowledge solidifies concept understanding
The “Job” of Science Teachers

“The job of science education is to teach students how to use thematic patterns of science to communicate meanings, “talking science” to solve problems in writing or speaking about issues in which science is relevant” (Carrier, 2011).
The Conversation Competition

- Assign each student a partner.
- When the teacher says go, the students stand up and have a specific amount of time to talk with their partners on the current science topic.
- They must use at least 10 of the unit’s words in their conversation and check them off as they use them. When they’ve used all 10, they sit down. The first students to finish, share their conversation with the class, and used the words correctly win a prize.
Let’s Practice with “Energy Within an Ecosystem”

- Scavenger
- Herbivore
- Carnivore
- Onivore
- Photosynthesis
- Biomass
- Detris
- Detrivore
- Food Chain
- Food Web
- Trophic Levels
- Energy
- Energy Pyramid
- Producers
- Consumers
- Primary Consumer
- Secondary Consumer
- Tertiary Consumer
- Decomposer
5. Social Studies

Grades 3-8
Integrating note making into discourse

If students do not have a method of keeping their thoughts together, they can easily get confused or uninterested in class discussions.

- Memory Boxes
- MVP (Most Valuable Point)  
  (Silver, Brunsting, & Walsh, 2008)

Wait...Wait! Does this teacher want us to both participate in a meaningful discussion and make notes?
7th Grade US History
Discourse and note making as an assessment of content

1. Indian Removal Act of 1850
2. President Jackson’s Letter to the Cherokee Nation 1835 Gilder Lehrman

PROBING QUESTION

Explain what Andrew Jackson meant when he told the Cherokees that “Circumstances . . . render it impossible that you can flourish in the midst of a civilized community.”
Indian Removal Discussion

Memory Boxes will serve to keep students focused

- Indian Removal Act of 1830
- President Jackson’s letter to the Cherokee Nation, 1838

Most Valuable Point

Claim/Explanation
Indian Removal Act of 1830

Assessment/Closure

1. MVP (most valuable point)
   - Defend the claim with content
   - Explain why they selected it.
2. Turn jotted notes into complete thoughts and compare with partner
Discourse as an introduction to content.

Trail of Tears
- Memory Box
- Guided questions (optionals)

Trail of Tears paintings observation sheet
1. What/who do you see? Be specific.
2. What is going on? When does this seem to take place?
3. Describe expressions on their faces. What do you think they are feeling?
4. Who else, besides natives do you see in the picture? Why do you think they are in the picture?
5. After carefully observing, why do you think history calls it “The Trail of Tears”?

Most Valuable Point

Claim/Explanation
Trail of Tears
Trail of Tears

In a letter printed in a newspaper, President Jackson writes, “I have no motive, my friends, to deceive you,...”

**Probing question:**
When President Jackson referred to the Cherokees as “my friends,” why did they have serious concerns about his honesty?

**Assessment/Closure**
- MVP (Most valuable point)
- Put thoughts into complete sentences and compare with shoulder buddy
Digital Discourse

WE JUST DON'T SPEAK ANYMORE

32% of people would rather communicate via text than over the phone

51% of teens would rather communicate digitally than in-person, even with their friends

1 in 4 socialize more online than in person
Digital Discussions

Online discussion activities are a great way to give your students the opportunity to share their thoughts, feelings and questions in a non-threatening way. They can also be used as scaffolding for the "real" thing. Plus, the ability to engage in online discourse responsibly is a great 21st-century skill in and of itself.
Discussion Boards

Free and Easy Options

- Google Hangout
- Collaborize Classroom
- Chalkup
- Acadly

Have you used any of these programs in your classroom? If so, tell us about it!
Google Hangouts is a communications service that allows members to initiate and participate in text, voice or video chats, either one-on-one or in a group. Hangouts are built into Google+ and Gmail, and mobile Hangouts apps are available for iOS and Android devices
What is your favorite daytime activity in New Orleans?

Poll Answers
1. Enter answer choice

Post to...

Teacher Leader

If you stumble, make it part of the dance.

—author unknown—
It is a cloud based, **free** course and class productivity tool

**Most comprehensive Live Response System**
Manage student attendance with "Check-ins"
Conduct live in-class polls, quizzes, discussions

**Mobile-first and realtime**
Every feature available on native iOS and Android apps
Realtime notifications on all platforms

**An Instant Messaging Platform**
Contextual and pervasive chats that encourage participation

**Follows the Grammar of Learning**
A structured Learning Management System, designed for Blended Learning, Flipped Classrooms, Active Learning
7. Debriefing

Dynamic Metacognition
Let’s think about our thinking -
and what we thought when we were thinking it and what we should think when we think about it later.
8. Closure

Dynamic Farewell
Join the Twitter Conversation
#EBRedchat
3rd Wednesday each month @ 7:00 PM
Thanks!

Any questions?

Want to get in touch with us?
Want materials from today’s session?

Scan the QR code!

