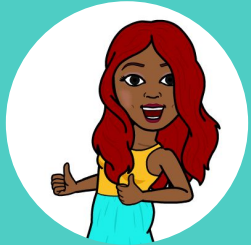


DYNAMIC DISCOURSE: Designing Class Discussions that Work



Hello!

We are district instructional specialists from East Baton Rouge Parish.



**Kristen
Antoine**



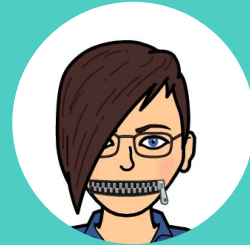
**Ellen
Eldridge**



**Latrenda
Knighten**



**Amy
Norsworthy**



**Brandon
Relle**



**Blair
Simpson**



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

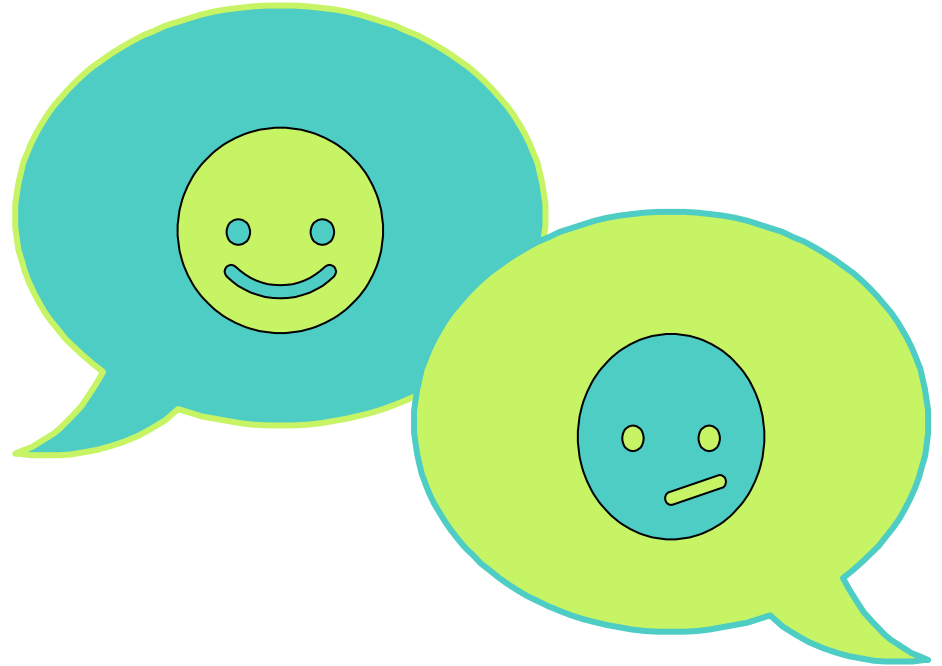
The invitation said,
A tea for Mothers and Daughters.
I didn't even tell Lucille about it
and threw the envelope into the
garbage
can beside the TV in Dad's office.
And I was happy when he found it
and looked like he might cry.

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.



Rubric

	Not At All	Somewhat	Considerably	Extensively
I took a position, explained it clearly, and used evidence to support my ideas.				
I willingly answered people's questions about my position, and I respectfully explained or defended my position when asked. I also asked my classmates to clarify or justify their positions when appropriate.				
I listened actively and respectfully to my classmates' positions. I also compared and contrasted their ideas with my own.				
I kept an open mind and was willing to modify my own position.				
Throughout the discussion, I summarized in my mind the things that others had said.				
I was actively involved in the conversation.				



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.



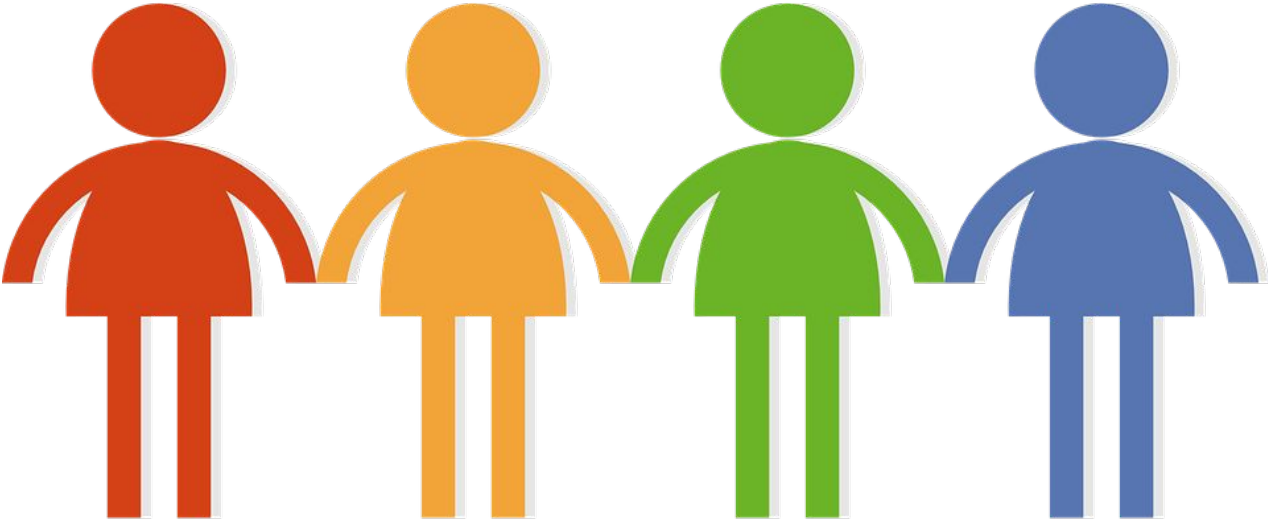
Facilitate Meaningful Mathematical Discussion (Discourse)

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?



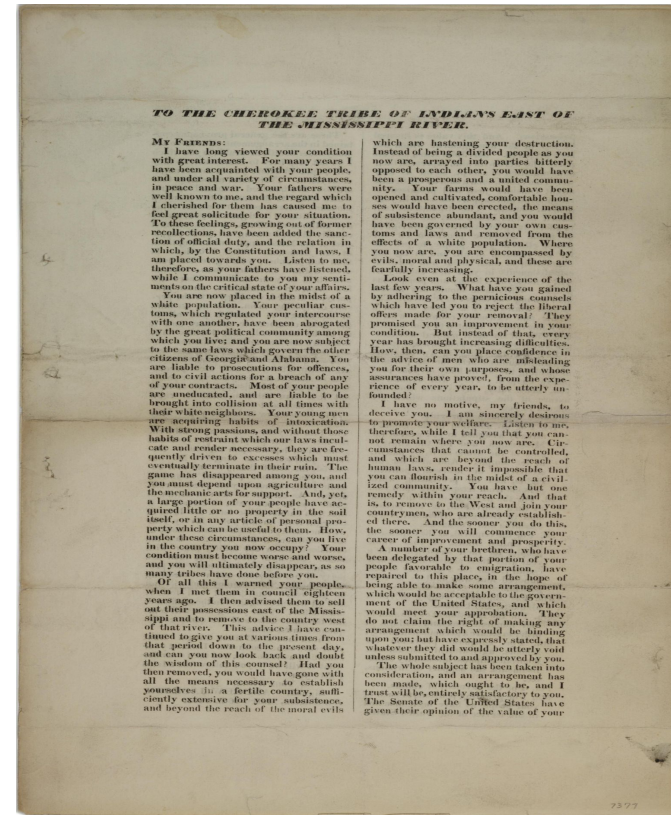
7th Grade US History

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

Memory Boxes

- Indian Removal Act of 1830
- President Jackson's letter to the Cherokee Nation, 1835

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



4th Grade US History

Discourse as an
introduction
to content.

Trail of Tears

- Memory Box
- Guided questions (optionals)



Memory Boxes

Trail of Tears

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 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

6.

Technology Integration

Grades 3-8



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.

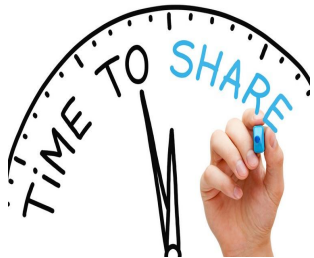


Discussion Boards



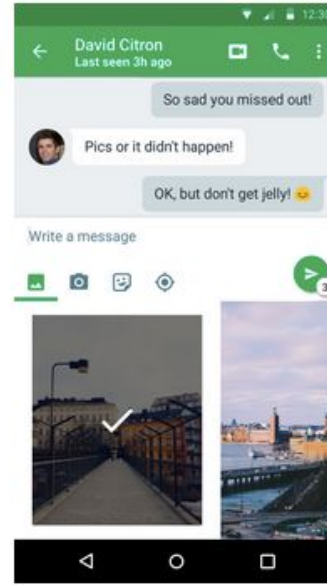
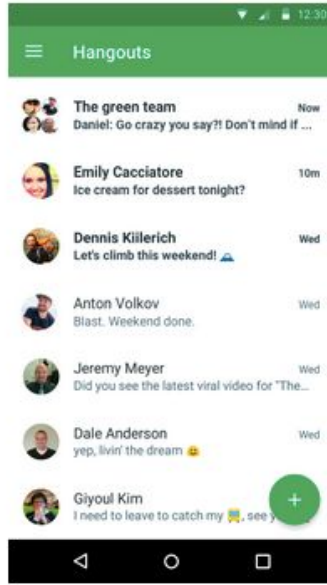
Free and Easy Options

- Google Hangout
- Collaborize Classroom
- Chalkup
- Acadly



*Have you used any of these programs in your classroom?
If so, tell us about it!*

Google
Hangouts



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





<http://library.collaborizeclassroom.com/>

A Global Repository of Topic-Based Collaborative Lessons

Welcome to the Collaborize Classroom Topic Library, a free resource where you can create, share and/or download inquiry-based discussions on any topic. Each lesson has its own unique URL (unique to you) and can easily be shared via email, social networks, or even embedded on any website or e-publication.

You can either use your existing Collaborize Classroom or WeJIT account to login, or quickly create a new account by [clicking here](#).



Start a Discussion

Ask a question or post a topic.

Find Topics

Search

Find topics by Subject



English & Language Arts



History & Social Studies



Math



Science & Technology



Foreign Languages



Health & Life Skills



Business & Economics



Philosophy & Religion



Visual & Performing Arts



Cross Curricular

Top Rated

[View more »](#)

Step 1 - Establishing Expectations for Behavior: The Dos and Don'ts for Online Student Communication shared by Ms Tucker
February 15, 2012 (19)

Dos and Don'ts of Online Student Communication shared by Ms Tucker
August 18, 2011 (17)

Three Truths & a Lie shared by Collaborize Classroom Topic Team
August 19, 2011 (8)

Creative Writing Task: Home Sweet Home shared by Catlin Tucker
August 2, 2011 (6)

Desert Island Dilemma shared by Collaborize Classroom Topic Team
August 19, 2011 (5)

Most Downloaded

[View more »](#)



Join our community



Communicate Faster

Discussion threads keep classes organized. Ask questions, comment on files, and conduct polls.



Integrate Google

Manage file permissions, collect and grade Google Docs - no printing necessary.



Simplify Grading

Use annotations and rubrics to provide instant feedback. We'll track everything for you.



Share Materials

Post files, links and activities. Built in calendars help students look ahead to manage due dates.

Amy Norsworthy

Text Question Link Media Poll Collaboration

B I U [List] [List] [Link] [Image]

What is your favorite daytime activity in New Orleans?

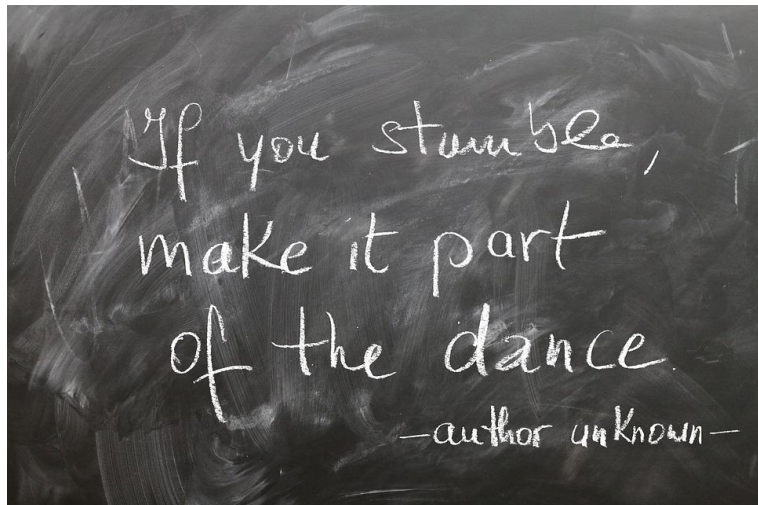
1. Enter answer choice

+ Add another answer

Post to...

Teacher Leader

[▶ How to use Discussions](#)





A collage of three overlapping screenshots from the Acadly mobile application. The top-left screenshot shows an "Attendance" screen with a list of students and their status (Present, Checked). The middle screenshot shows a "Class 5" overview with sections for "Pre-Class Activities" (including a resource download) and "In-Class Activities" (including a poll and a quiz). The bottom-right screenshot shows a detailed view of a "Poll 5.1" with the question "What, according to you, is the most effective alternative for democracy? While deciding, think of the options not as the sovereign but as a commoner." and a bar chart showing 56 responses: A (Benevolent Dictatorship) at 10%, B (Anarchy) at 20%, C (Monarchy) at 07%, and D (Nothing works like democracy) at 0%.

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 @ 7:00PM



Thanks!

Any questions?

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

Scan the QR code!



Work Cited

Carrier, S. J. (2011). Effective strategies for teaching science vocabulary. Retrieved May 12, 2017, from <http://www.learnnc.org/lp/pages/7079>

Johnson, A., & A. (2003). "A Tea." *Running back to Ludie*. New York: Scholastic.

Silver, H. F., Dewing, R. T., Perini, M. J., & Jacobs, H. H. (2012). *The Core Six: Essential strategies for achieving excellence with the common core*. Alexandria, VA: ASCD.

Vocabulary Mini Games. (n.d.). Retrieved May 12, 2017, from <https://www.flocabulary.com/vocabulary-mini-games/>

