

Research Based Discussion Methods

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Administrivia

- **Sign-in and sign-out**
- **Leave forms**
- **Bathrooms**
- **Lunch break**

Agenda

8:00-8:15	Objectives & Introductions
8:15-8:45	Last Word: Discussions that Drive Democracy
8:45-9:10	Research & Theory on Classroom Discussions
9:10-10:25	Structured Academic Controversy
10:25-10:35	Break
10:35-11:35	Fish Bowl
11:35-12:40	Lunch
12:40-1:20	Philosophical Chairs
1:20-2:20	Jigsaw Seminar
2:20-2:30	Break
2:30-2:55	Socratic Seminar Video Analysis
2:55-3:15	Assessing Discussion

Introductions

Please take one minute to think about an answer to this question:

If you could enjoy a conversation with any historical figure, who would you choose? What are two questions you would ask?

Objectives

- Review the research and theory on classroom discussion;
- Introduce five research based discussion strategies;
- Practice each strategy in a “snapshot experience”;
- Engage in reflection of each strategy

Definitions of Classroom Discussion

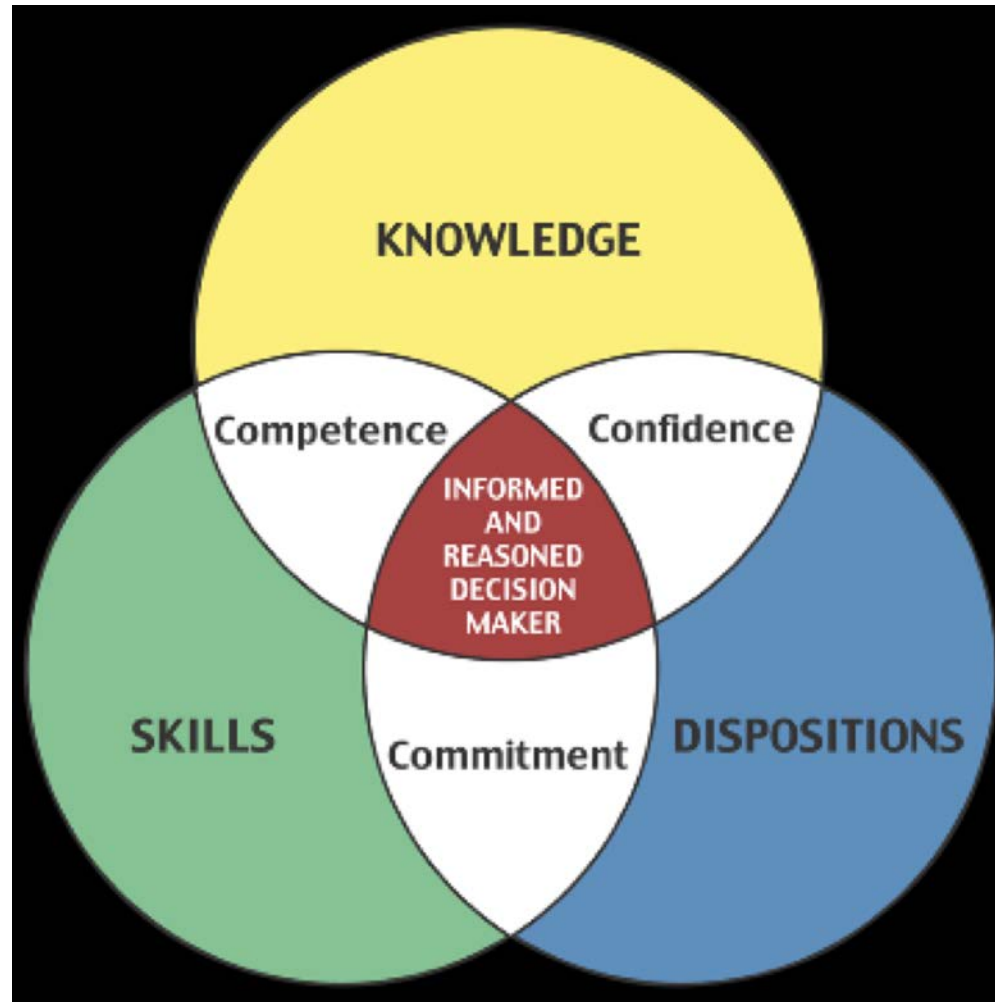
“competent and focused exchange of ideas and views rooted in knowledge” (Hess, 2004)

“a kind of shared inquiry, the desired outcomes of which rely on the expression and consideration of diverse view points” (Parker, 2003, p. 129)

“Instead of seeing discussion as a stumbling block in the way of action, we think it an indispensable preliminary to any wise action at all.”

Pericles, Ancient Athenian Leader

Purposes of Education



SHIFTING INSTRUCTION...

...WITH THE STANDARDS

Shift 1: PreK-5 Balancing Informational and Literary Text

Students read a true balance of informational and literary texts. Elementary school classrooms are, therefore, places where students access the world – science, social studies, the arts and literature – through text. At least 50% of what students read is informational. (CCSS, p. 5)

Shift 2: 6-12 Knowledge in the Disciplines

Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction. Students learn through domain specific texts in science and social studies classrooms – in referring to the text, they are expected to learn from what they read.

Shift 3: Staircase of Complexity

In order to prepare students for the complexity of college and career ready texts, each grade level requires a “step” of growth on the “staircase”. Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space in the curriculum for this close and careful reading, and provide appropriate and necessary scaffolding and supports so that it is possible for students reading below grade level. (Anchor Standard 10 and Appendix A)

Shift 4: Text-Based Questions and Answers

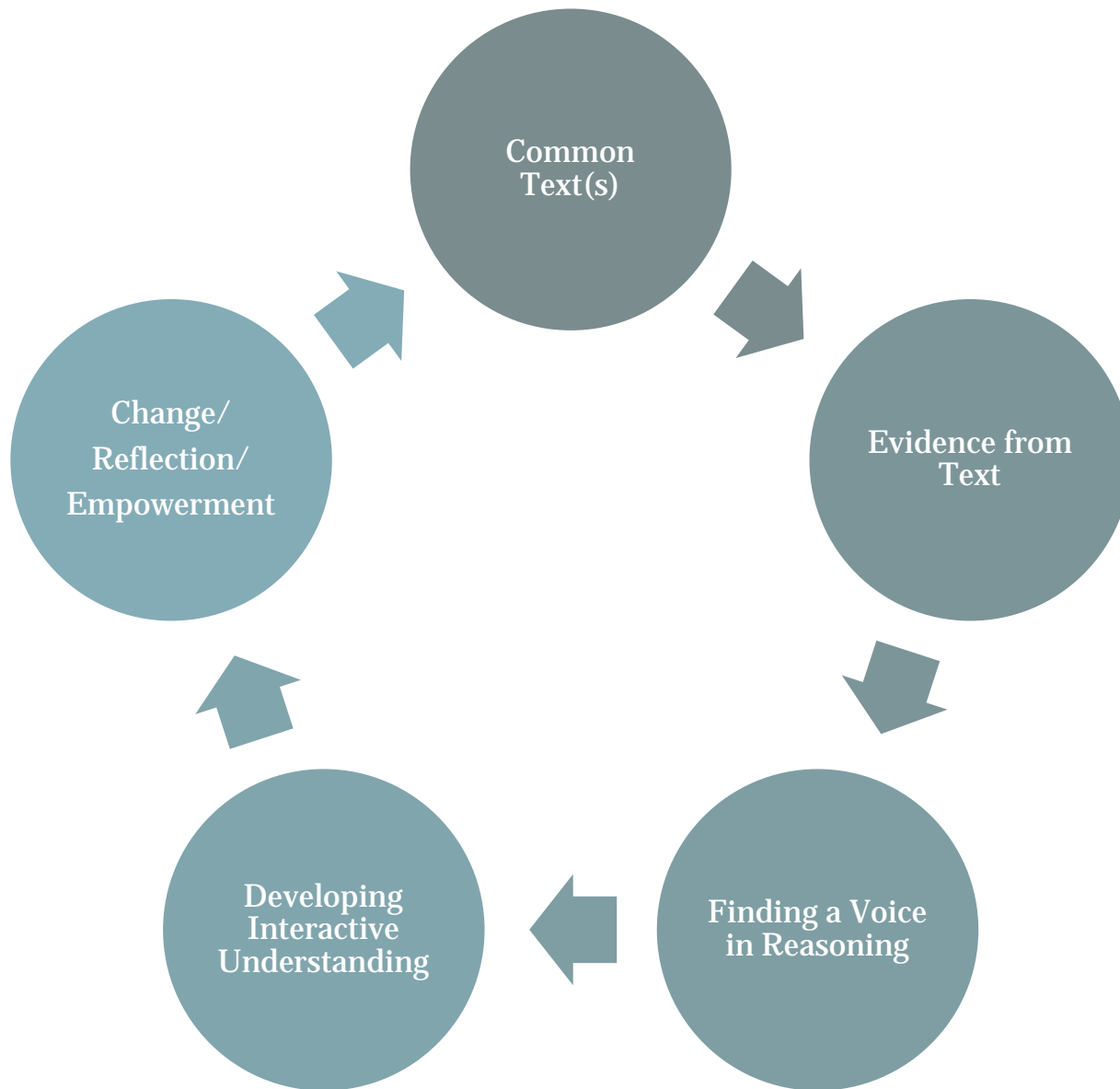
Students have rich and rigorous conversations which are dependent on a common text. Teachers insist that classroom experiences stay deeply connected to the text on the page and that students develop habits for making evidentiary arguments both in conversation, as well as in writing to assess comprehension of a text. (Anchor Standards 1 in Reading)

Shift 5: Writing from Sources

Writing needs to emphasize the use of evidence to inform or make an argument. The narrative still has an important role. Students develop skills through written arguments that respond to the ideas, events, facts, and arguments presented in the texts they read. (Anchor Standard 1, 2 and 3 in writing)

Shift 6: Academic Vocabulary

Students constantly build the vocabulary they need to access grade level complex texts. By focusing strategically on comprehension of pivotal and commonly found words (such as “discourse,” “generation,” “theory,” and “principled”) and less on esoteric literary terms (such as “onomatopoeia” or “homonym”), teachers constantly build students’ ability to access more complex texts across the content areas. (Anchor Standard 6 in Language)



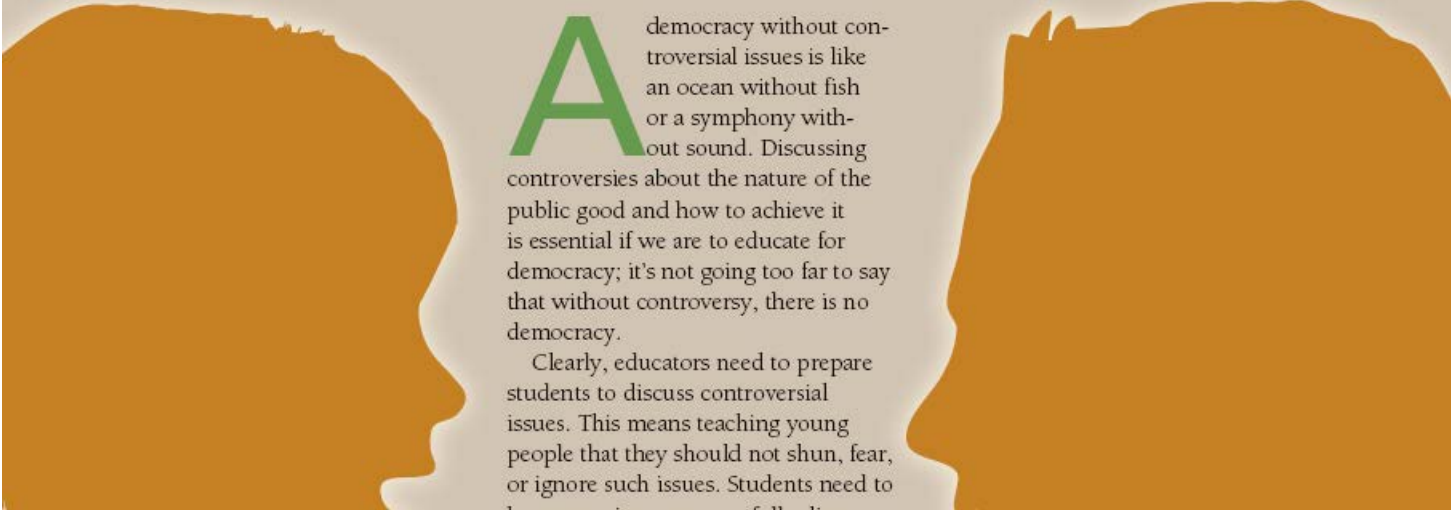
Learning by Doing

- **Constructivist approach to student learning must begin with a constructivist approach to teacher learning**
- **“We had to do it ourselves to see what it could be.”**

Discussions That Drive Democracy

Schools are ideal sites for preparing students to honor diverse viewpoints.

Diana Hess



A democracy without controversial issues is like an ocean without fish or a symphony without sound. Discussing controversies about the nature of the public good and how to achieve it is essential if we are to educate for democracy; it's not going too far to say that without controversy, there is no democracy.

Clearly, educators need to prepare students to discuss controversial issues. This means teaching young people that they should not shun, fear, or ignore such issues. Students need to

Last Word Strategy

1. Sit knee to knee in groups of three.
1. Reader A reads one quote from the text, citing line numbers, but without providing any commentary.
2. Readers B and C then each have an opportunity to comment on their understanding, perception, or connection to the quote.
3. Reader A has the last word and is able to comment on reasoning for their choice of quote.
4. Reader B begins the second round with a quote without commentary. After having the last word, Reader C begins the third round.
1. All readers reflect.

Save the Last Word

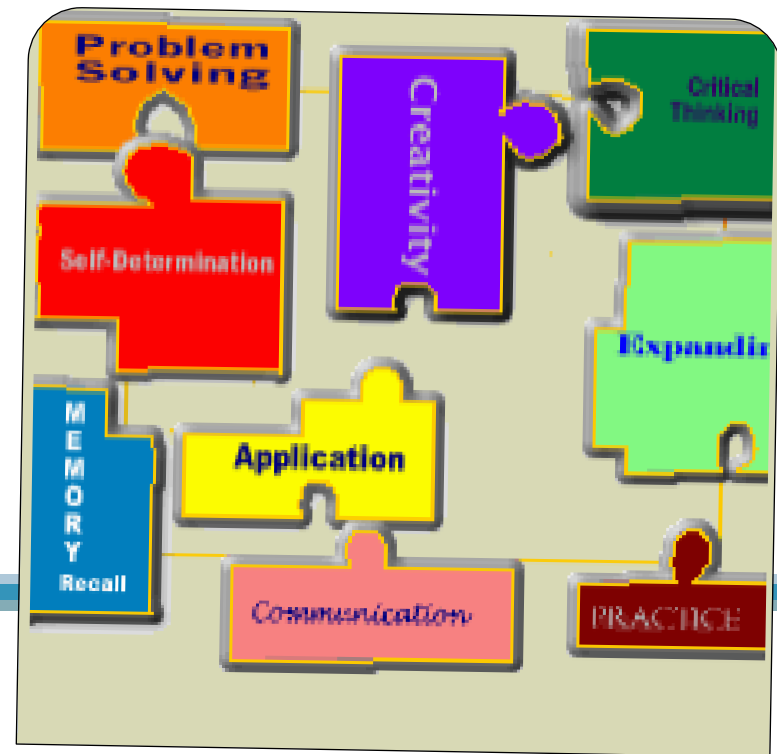
- Builds confidence;
- Gets kids deep into a text that is not so complex as to require a set of leading questions or vocabulary study;
- Promotes reading independence;
- Offers multiple perspectives on a text;
- Does not allow a single person or small group to dominate;
- Everyone's voice and perspective are heard.

Benefits of Discussion

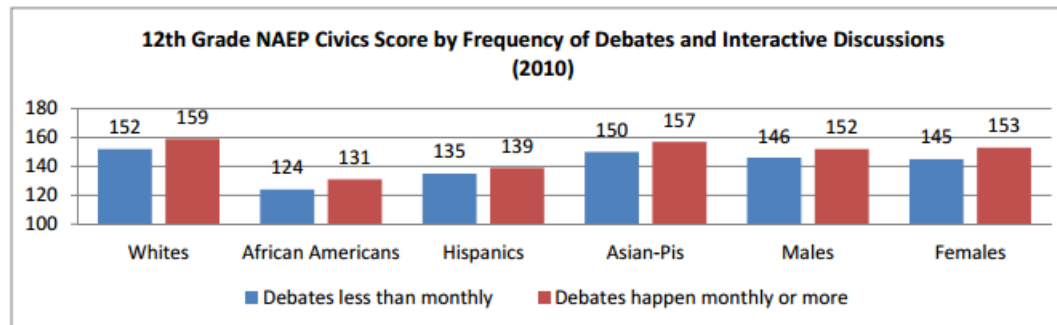
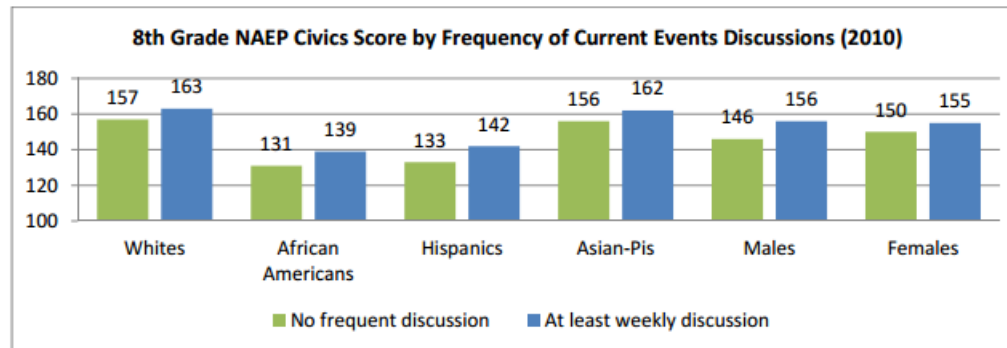
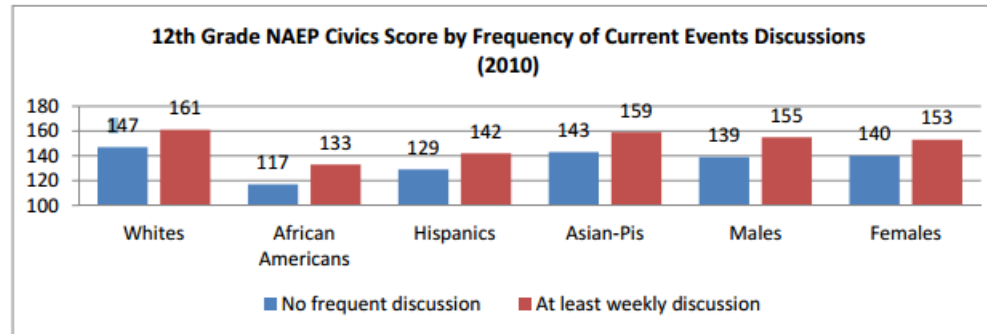
- **Maintaining Democracy**
- Engagement
- Democratizing the classroom
- Citizenship (not idiocy)
- Clear articulation of complicated ideas
- Listening carefully and intentionally
- Better content knowledge
- Dialoguing across differences
- True rigor – everyone works hard for understanding
- Civic knowledge, skills, democratic values, participation

But what about testing?

Nystrand (1997) and his colleagues measured the relationship between the amount of classroom discussion and student performance on knowledge exams and found a positive correlation. The “bottom line” for learning, they write, is “the extent to which instruction requires students to think, not just report someone else’s [the teacher’s] thinking. (Hess, 2011)

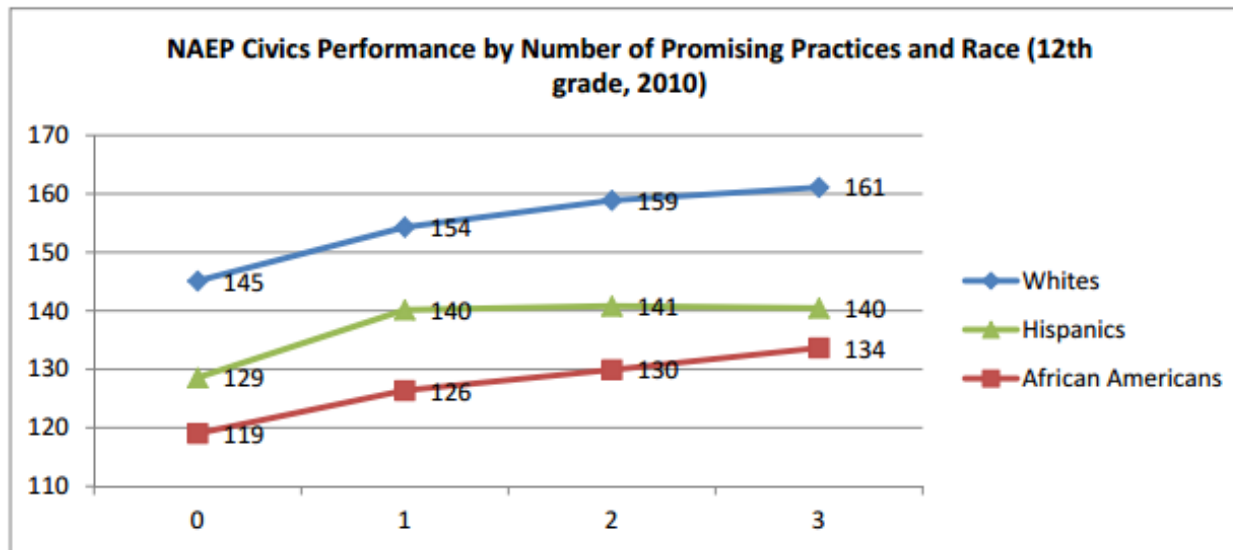


But what about testing?



But what about testing?

- What is the effect on students whose teachers expose them to more than one promising practice for civic education (dialogue and discussion)?



Characteristics of Effective Discussion: The Non-Negotiables

1. Focus on an interpretable text, issue, idea, etc.
2. The facilitator and the participants have prepared thoroughly.
3. Most of the talk comes from the participants, not the facilitator.
4. There is enough time spent on an idea to explore it thoroughly before going to another point.
5. Participants feel comfortable, but there is still meaningful argument.
6. Most, if not all, people talk.
7. Participants and facilitator ask authentic questions and refer to previous points made in the discussion.

We all talk, so we can all learn.

- **Setting expectations and norms that highlight the necessity of vast involvement is paramount;**
- **Culture should be open, inviting, worthwhile, and respectful of diverse ideas and people;**
- **78% of students surveyed in a study indicated that encouragement from classmates would make them more likely to speak during discussions.**

Building capacity for discussion requires the use of multiple methods.

Ping Pong v. Pinball

How can this analogy help us to realize the potential of discussion in our classes?



Using Wait Time

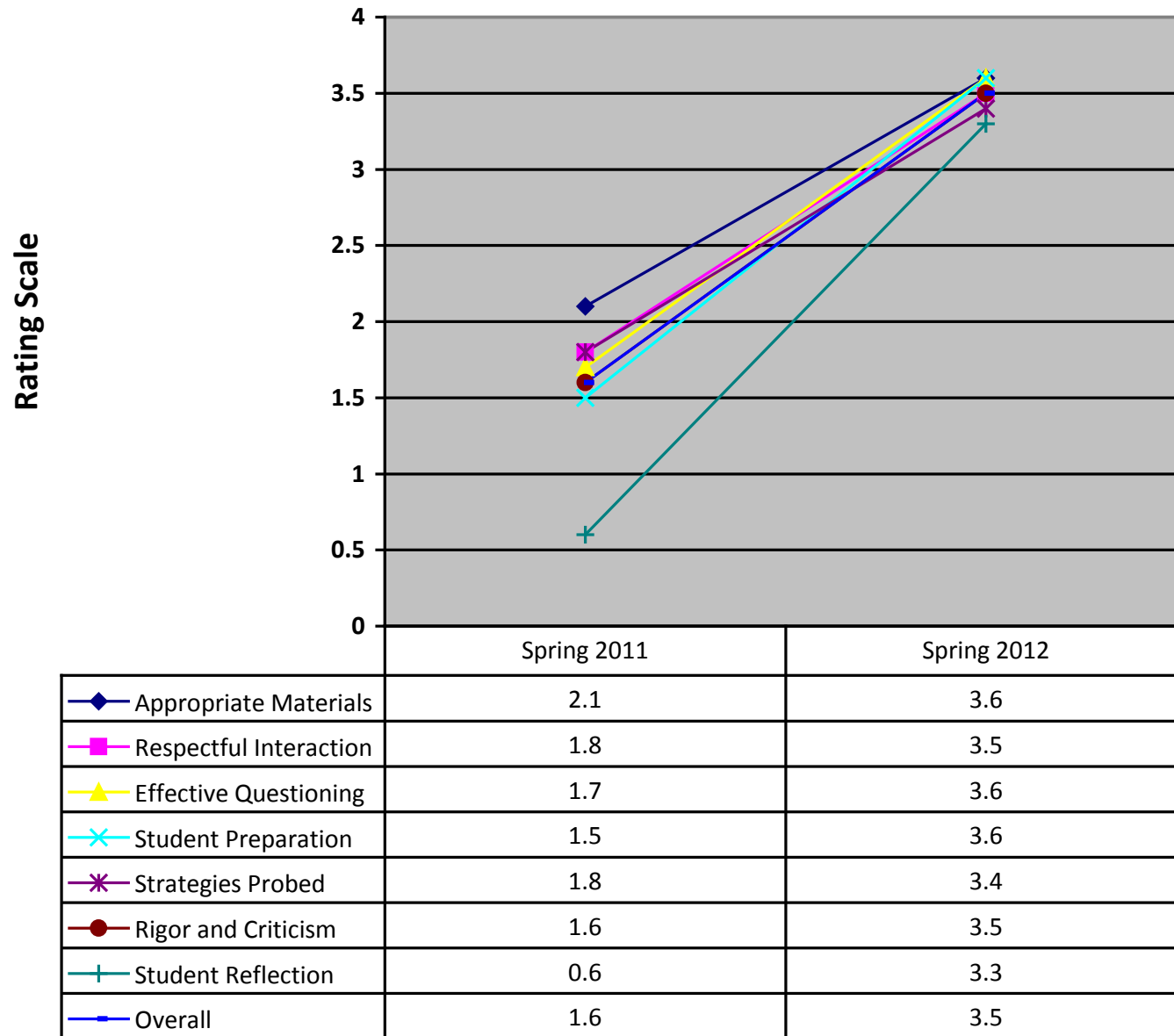
In studies of wait time, teachers typically wait less than a second for a student response. Increased wait time of at least 2.7, and preferably at least 3, seconds can have these effects on students:

- The length of student responses increases between 300% and 700%.
- More inferences are supported by evidence and logical argument.
- The incidence of speculative thinking increases.
- The number of questions asked by students increases.
- Student-student exchanges increase; teacher-centered “show and tell” behavior decreases.
- Failures to respond decrease.
- Disciplinary moves decrease.
- The variety of students participating voluntarily increases. Also the number of unsolicited, but appropriate contributions by students increases.
- Student confidence, as reflected in fewer inflected responses, increases.
- Achievement improves on written measures where the items are cognitively complex.

Our Own Research

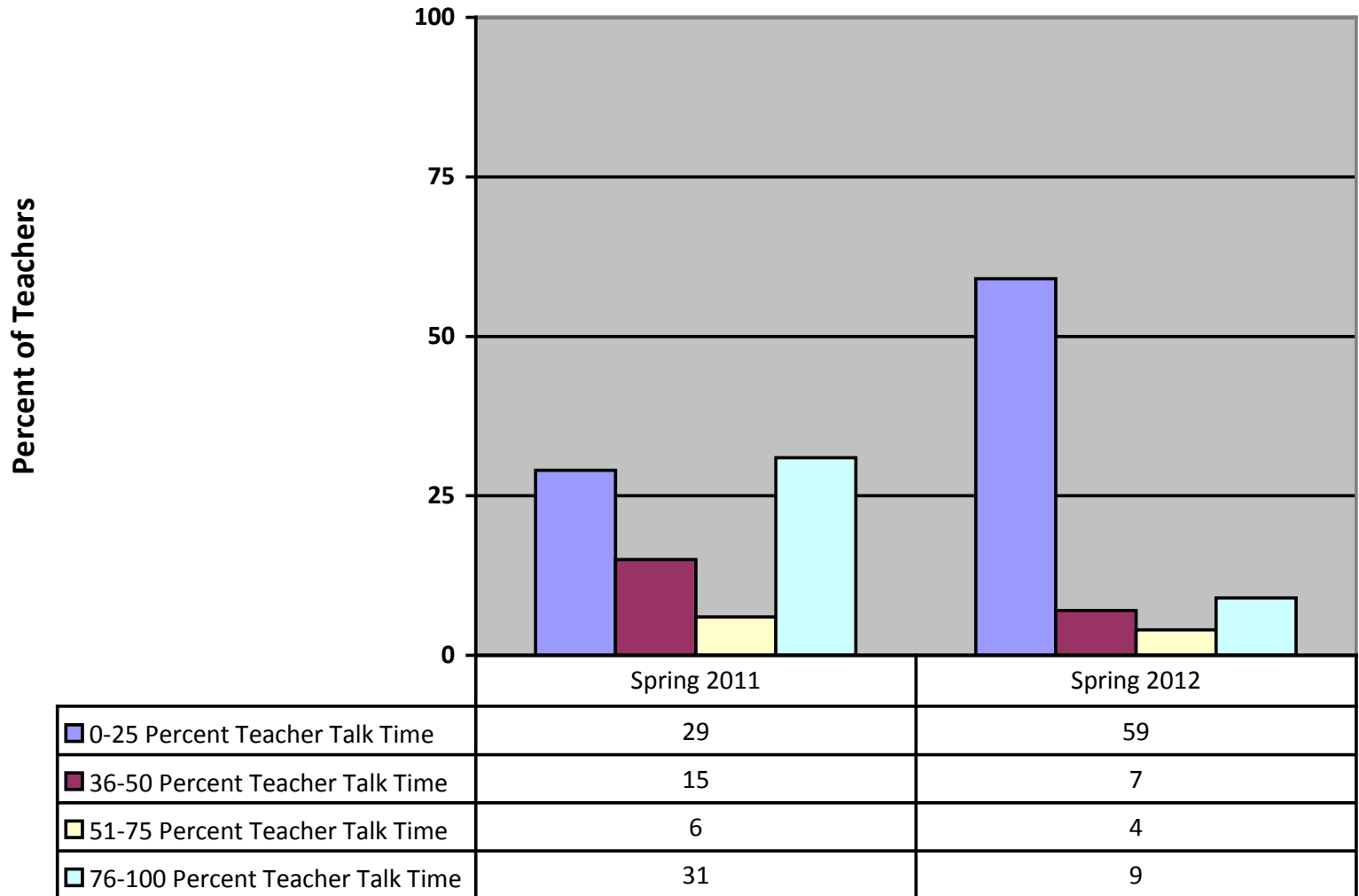
- 30 teachers in grades 4-12
- 2 years of learning about CCSS with an emphasis on discussion
- Pre-observation of a discussion lesson
- 1 year later post-observation
- 2 years later post-observation

Figure 4. Classroom Observation Protocol Results, Spring 2011 and Spring 2012



	Spring 2011	Spring 2012
◆ Appropriate Materials	2.1	3.6
■ Respectful Interaction	1.8	3.5
▲ Effective Questioning	1.7	3.6
✕ Student Preparation	1.5	3.6
* Strategies Probed	1.8	3.4
● Rigor and Criticism	1.6	3.5
+ Student Reflection	0.6	3.3
— Overall	1.6	3.5

Figure 5. Percent of Teacher Talk-Time During Classroom Discussions, Spring 2011 and Spring 2012



Does everybody know what a good discussion looks like?

- Collaboratively setting the success criteria early on.
 - <https://www.teachingchannel.org/videos/formative-assessment-example-ela-sbac>
- As we move through these methods, take notes on what the success criteria would include.

Method	Implementation Steps	Teaching Tips/Assessment Ideas	Where can I use this?
Structured Academic Controversy			
Fishbowl			
Philosophical Chairs			
Jigsaw Seminar			
Other			

Structured Academic Controversy

Where every student speaks, listens, reasons, and comes to consensus on a topic of controversy, historical or contemporary.

Structured Academic Controversy: “SAC”

- Choose a topic with two distinct sides/positions.
- Develop (or find) student readings.
 - Provide common/shared background information about the topic for all students.
 - Provide distinct texts further detailing specific claims of each side of the argument (for the two halves of the class),
OR
 - Provide time with a group of texts that all students read (whole class, small group, read aloud, etc.) but then are only responsible for one side.

Why SAC? A Concise Structured Strategy

Building capacity for discussion requires the use of multiple methods. Structured Academic Controversy (SAC) is a great entrance model.

- **Structured, small group, format holds students accountable and helps teachers maintain discussion focus**
- **Evidence based argument about a controversy**
- **Sharing of information organically**
- **Analysis and synthesis of multiple perspectives**
- **Requires students to build consensus**

SAC Question for Today

The Code
of Hammurabi:
*Was it just or
unjust?*

Side 1 : just
Side 2: unjust



Whole Group Background Building

- Can be done using a text set, read aloud, video analysis, etc.
- Make sure both sides are adequately represented by the background texts.
- Determine which vocabulary is essential for understanding the topic.
- DO NOT “kill” the fun in the readings before the discussion with over preparation.
- Important choice: Will all students complete all readings? Or will all students complete the background reading and then only read texts that support their assigned side?

Taking Notes: Background & Vocabulary

Background Reading	
Vocabulary terms/meanings I should know and use when I speak	Important facts from background reading that support my side
<p>The teacher should provide students with a minimum number of words that they must use correctly with context clues in their argument.</p>	<p>This area provides space for you to model whole class finding evidence from text that is important to the argument.</p>

question?

Background Building: What is justice?

- *It gave normal people the ability to directly access the king, to seek justice or to make a complaint.*
- *The speech didn't do justice to the amazing changes she had made over the course of her career.*
- *Who provides justice for the families of the victim?*
- *He justified his actions by explaining how he had been treated by others.*
- *He felt it was poetic justice that the man who had stolen so much money was now asking for financial help from his daughter.*
- *Justice Elena Kagen is the newest member of the U.S. Supreme Court.*
- *Should our justice system punish or should it rehabilitate law breakers?*
- *Is it just to provide more funding to schools in wealthier neighborhoods?*

Reading for evidence

- Silently read the Code of Hammurabi
- Underline evidence that supports your side and write a note in the margin that explains how the evidence does this.
- Find and annotate at least 6 pieces of evidence that supports your side.

Build an argument

- With your partner, discuss all the pieces of evidence you found.
 - Combine like pieces of evidence to make a claim that supports your position.
 - Construct 2 Claims with 2-3 pieces of supporting evidence

Example Claims with Evidence and Reasoning

Preparing My Argument	
My Claims (statements that support my argument)	My Evidence and Reasoning to Support My Claims
1. The greatest achievement of the Aztecs was in developing a strong infrastructure that supported farming and civilization.	hhh
2. Under the Aztec empire, religious beliefs based in fear sustained an obedient populous.	hhh

Just or unjust?

Hammurabi's code was unjust.

The code stated, "If a thief steals a cow, a sheep, a donkey, a pig, or a goat, he will pay ten times what it is worth. If he doesn't have any money to pay with, he will be put to death."

The poorest people are the ones who will likely steal. If they had ten times the money of what they were stealing, they would not steal it in the first place. So poor people who are hungry are automatically put to death. This is unfair and shows that the Code was not just for the poor.

Hammurabi's code was just.

The code stated, "If a thief steals a cow, a sheep, a donkey, a pig, or a goat, he will pay ten times what it is worth. If he doesn't have any money to pay with, he will be put to death." When someone steals from you, they take more than just the object (like a sheep). They violate your family and can leave your family without food. The Code is just because it takes into account that the victims should be repaid more than they lost. It would also keep people from being thieves, because they would be punished by a fine or death for their crimes.

**Student
A
Side 1**

**Student
B
Side 1**



**Student
C
Side 2**

**Student
D
Side 2**

Discussion Time Frame

(sample should be modified for teacher and student needs)

1 min	Individuals introduce themselves and shake hands.
90 secs	First pair shares their position (claims, evidence, reasoning).
1 min	Second pair shares back what they learned and asks clarifying questions as needed.
1 min	Second pair finishes notes on their handout.
2 min	Second pair shares their position (claims, evidence and reasoning).
1 min	First pair shares back what they learned and asks clarifying questions as needed.
1 min	First pair finishes notes on their handout.
5 min	Group of 4 openly discusses the issue and tries to find some common ground or consensus on the issue and prepares to share common ground with the whole class. These points are listed in the note taker.
4 min	<u>Whole Group Reflection</u> : What are points of consensus and what questions does the group have?
10 min	<u>Individual Content Reflection</u> : What did you learn about _____? Each student will write a paragraph on their final personal position on the issue using three pieces of evidence to explain their ideas.
4 min	<u>Individual Process Reflection</u> : Reflect on your participation in the discussion. What did you do well? What do you need to improve upon?

Discussion Time Frame

Was the Code of Hammurabi Just or Unjust?

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Basic Pedagogical Steps of a SAC

1. Whole group background building;
2. Two large (assigned) heterogeneous groups prepare a side;
3. Pairs finalize their preparation;
4. Small group responsibility alongside individual responsibility during the discussion; everyone talks;
5. Small group consensus building;
6. Individual reflection;
7. Individual opinion/argumentative writing to sources;
8. Whole group debrief.
9. Sigh of relief and celebration!

Assigned Groups

It is important to assign students to groups because:

- SAC requires an even number on each side (or at least as even as you can get with odd numbered classes, absences, etc.).
- This method is not about what students think about an issue; it's about how they can make an argument for a side of an issue (different skills set).
- You will want to pair quieter students with less quiet students and students who may need assistance with a person who is willing and able to assist.

But what happens when someone is absent?

SAC as Preparation for Argumentative Writing

- **Argument - “*Super Claim*”:** The overarching idea of an argumentative essay that makes more than one claim.
 - In some cases, an argument has a single claim, but in sophisticated writing in 8th-12th grade, multiple claims are made.
- **Claim:** a simple statement that asserts **a** main point of an argument (a side)
- **Reasoning:** *2 parts* – a) the “because” part of an argument and the explanation for why a claim is made; b) the explicit links between the evidence and the claim; the explanation for why a particular piece of evidence is important to the claim and to the argument
- **Evidence:** support for the reasoning in an argument; the “for example” aspect of an argument; the best evidence is text-based, reasonable, and reliable.

Individual Reading & Construction of an Argument in Pairs

- (Teacher Note: Depending on the source complexity, you may provide text specific questions/graphic organizer to guide students to understanding.)
- Remember to pay attention to sourcing information, context, corroboration, and close reading (Historical Thinking Skills).
- Highlight/underline and annotate evidence that supports your assigned side.
- Work with your partner to develop claims based on the evidence.
 - Remember, a claim is an overarching assertion/opinion that helps argue your side and is based on multiple pieces of evidence.
 - A CLAIM SHOULD HELP TO ANSWER THE QUESTION.
 - A claim is a synthesis of some information/evidence.
 - The claim doesn't have to come directly from your reading. The evidence comes directly from the reading. The claim is how you make sense of the evidence.
 - Make sure to explain and reinforce how your evidence supports your claims (REASONING).

Reflection & Diagnosis

- **DUMP:** Take a minute to write down your initial “teacher” thoughts on this process.
- **DIG:**
 - What speaking and listening skills do students need to develop for success?
 - What opinion/argumentative writing understandings would they need?
 - What structures would need to be in place?
- **DEVELOP:** Would you like to learn more about helping students developing reasoning? Making claims based on evidence? What else?

Method	Implementation Steps	Teaching Tips/Assessment Ideas	Where can I use this?
Structured Academic Controversy			
Fishbowl			
Philosophical Chairs			
Jigsaw Seminar			
Other			

Ready and Available SAC Resources

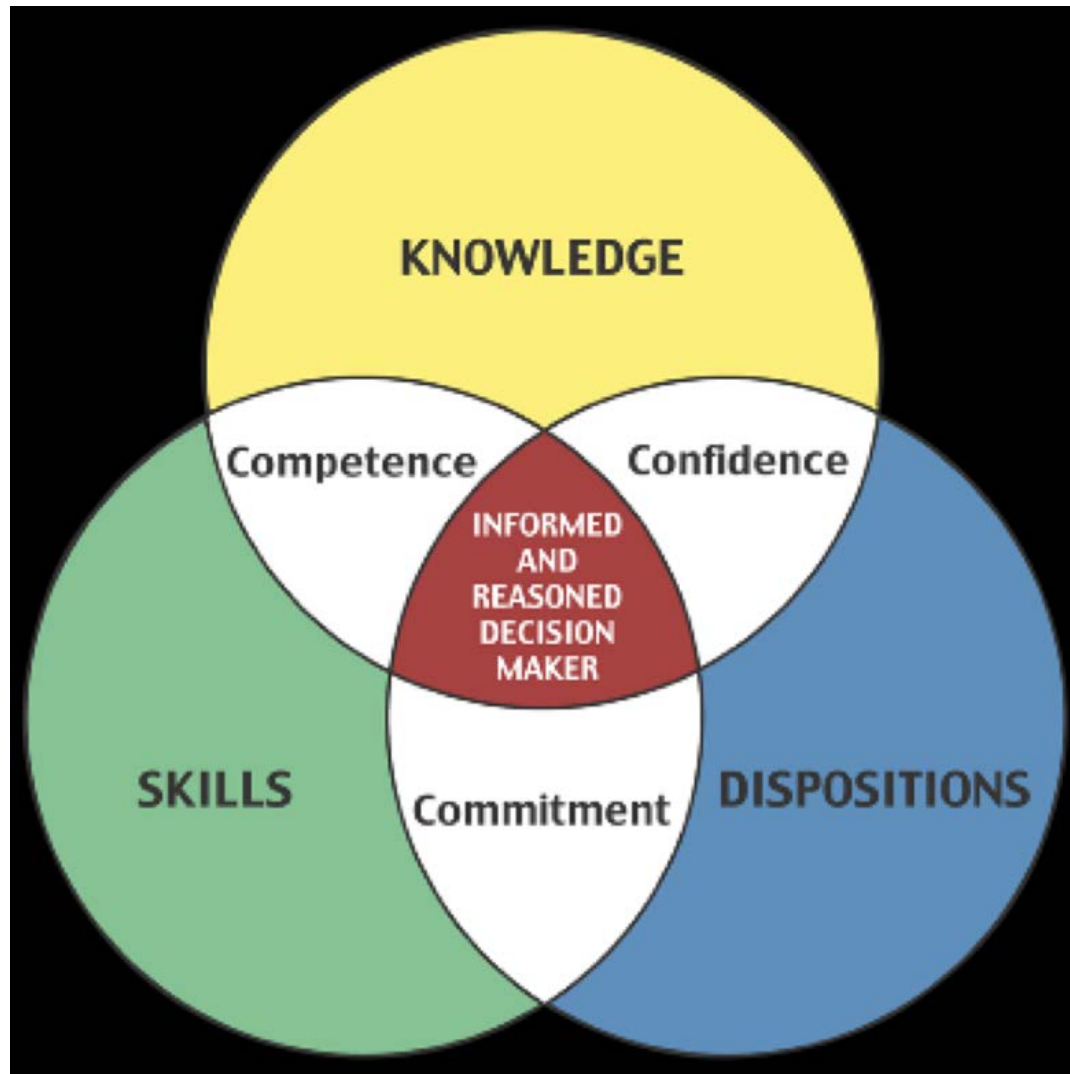
www.projecttahoe.org:

- 6th grade: Socrates Prosecution: Just or Unjust
- 7th grade: Was the Stamp Act Fair?
- 7th grade: Did the Constitution include protections for slavery and slaveholders?
- 7th grade: Indian Removal
- 8th Grade: Were Industrialists Good for America?
- 8th grade: Robber Barons or Captains of Industry?
- 10th grade: Napoleon: Friend or Enemy of France
- 11th -12th grade: many, many examples

Consider how certain lessons lend themselves to two sides and could be easily modified into a SAC lesson? DBQs?

Time for
a Break

How does a discussion rich classroom meet the purposes of public education in a democracy?



Modified Fish Bowl



Method	Implementation Steps	Teaching Tips/Assessment Ideas	Where can I use this?
Structured Academic Controversy			
Fishbowl			
Philosophical Chairs			
Jigsaw Seminar			
Other			

Fishbowl Strategy

- Provide a common reading(s) and background on an unresolved issue to the class. Have students write down interesting facts and quotes on post-it notes or small pieces of paper. These help students answer the fishbowl questions.
- Make two to three circles in your classroom with +/- 5 chairs in each. The chairs will face inwards. Outside of each circle, make another circle of chairs.
 - The inner circle represents very talkative, intelligent and scholarly fish.
 - The outer circle are learners providing the inner circle with “fish food for thought.”
- Once a student in the circle has spoken twice, a student from outside the circle may tap that student on the shoulder and switch places with the student. The student on the outside **MUST TAP IN** after their inside partner has spoken four times.

Modified Fishbowl Strategy



1. Provide a common reading(s) and background/vocabulary on an unresolved, controversial, or difficult issue to the class. Utilize a reading strategy to help students to access the text. Provide vocabulary instruction in the most important Tier 2 and Tier 3 words. Have students write down their interesting facts and quotes that help them understand the issue on post-it notes or small pieces of paper.
2. Make two to three circles in your classroom with +/- 5 chairs in each. The chairs will face inwards. Outside of each circle, make another circle of chairs.
 - a. The inner circle of chairs is the fishbowl and students in these chairs are very talkative, intelligent and scholarly fish.
 - b. The outer circle represents people who love to learn from their fish and provide them "fish food for thought" when they wish they were in the fishbowl themselves or want to assist the fish.
 - c. The teacher will choose one person from the outside circle to be the "fish trainer." This person interjects only if the conversation gets off track. This person will rephrase the question and ask the fish to go back to their discussion.
3. RULE: Only students in the fishbowl (inner circle) are allowed to speak during this activity.
 - a. Students in the fishbowl engage in discussion or deliberation on an issue presented, as an open-ended question, by the teacher.
 - b. All participants must abide by the rules of civic discussion and common courtesy (accountable talk).
4. The outside circle has a responsibility of providing "food for thought" (strip of paper/post-it) with relevant information that can be used by the fish. For this reason, it can be very positive to pair students on the inside/outside of the circle so that someone with great confidence is on the outside helping the less confident "fish" on the inside.
5. Once a student in the circle has spoken twice, a student from outside the circle may tap that student on the shoulder and switch places with the student. The student on the outside MUST TAP IN after their inside partner has spoken four times. The student in the circle will exit to the outside observation seats. This process can continue throughout the discussion.
6. The teacher does not participate in the discussion except to provide a new question or to terminate an irrelevant, or inappropriate, line of discussion.
7. It is highly effective to have two to four separate (but related) discussion questions. After you have completed a fishbowl on one question, you can begin the next question by reversing the original groups. Fish become fish feeders and feeders become fish.
8. Including a written reflection piece alongside an evidence piece is a great way to assess student learning.



How does this structure differ from SAC?

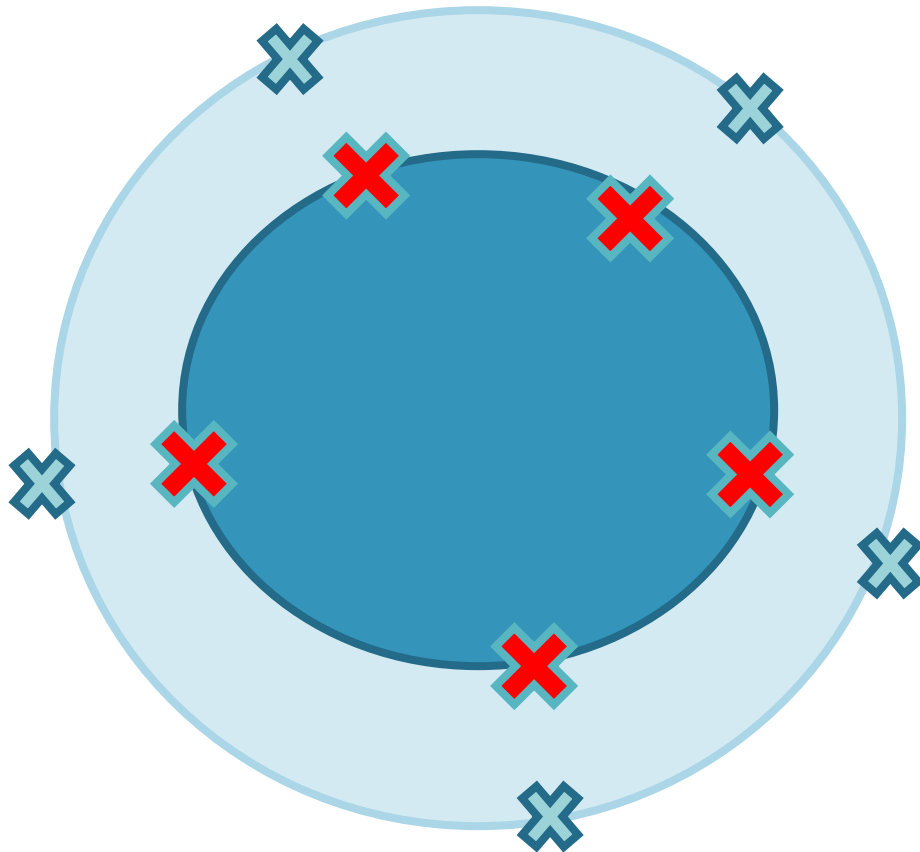
How does the structure change the type of text and reading?

How does collaboration look different in this method?

Provide a Common Reading

- **Background Essay**
- **5 minutes to skim the documents on your own.**
- **15 Minutes to work through documents and find evidence to answer fishbowl questions.**
 - **Work with your SAC partner to go through the documents. You will divide into separate groups for the fishbowl.**
- **Annotate the documents as you read.**
 - **Use post-its so you can share “fish food” with the inner circle.**
 - **Read and annotate ALL ELEMENTS of the DBQ documents: sourcing, info, notes, and the text itself.**

Scholarly Fish and Fish Feeders



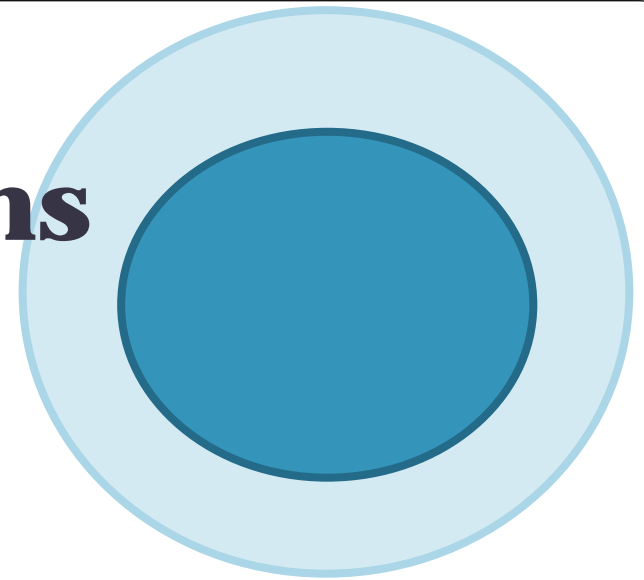
Structure:

- Inner Circle: Scholarly fish addressing focus questions.
- Outer Circle: Learners who provide the inner circle with “fish food for thought.”
- Scholars may participate 2 -4 times before they switch roles with the learner feeders.

Fishbowls (grouping)

1. Partner groups split to opposite sides of the room.
2. Participants in each fishbowl arrange chairs into an inside and outside circles with even number of chairs.
3. Groups determine who will begin and who will be fish feeders on the outside.

Fishbowl Questions



1. Which leadership trait did Alexander best exemplify: courage/bravery, intelligence, creativity, vision, discipline, or care for others?
2. What weaknesses did Alexander have as a leader?
3. Does Alexander's acquiring/conquering of territory exemplify greatness? Why or why not?

Structure:

- Inner Circle: Scholarly fish addressing focus questions.
- Outer Circle: Learners who provide the inner circle with "fish food for thought."
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Rubric: Rate your group and rate yourself

Discussion Rubric	3	2	1	0
Substantive				
States and identifies issues.	Accurately states and identifies issues.	Accurately states an issue.	States a relevant factual, ethical, or definitional issue as a question.	Does not state any issues.
Uses foundational knowledge.	Accurately and expresses completely relevant foundational knowledge pertaining to the issues raised during the discussion.	Accurately expresses mostly relevant foundational knowledge pertaining to issues raised during the discussion.	Accurately expresses somewhat relevant foundational knowledge pertaining to an issue raised by someone else.	Does not express any relevant foundational knowledge.
Elaborates statements with explanations, reasons, or evidence.	Pursues an issue with more than one elaborated statements.	Pursues an issue with one elaborated statement.	Elaborates a statement with an explanation, reasons, or evidence.	Does not elaborate any issues.
Procedural				
Invites contributions from, and acknowledges statements of, others.	Engages others in the discussion by inviting their contributions and acknowledging their contributions.	Invites comments from others and does not acknowledge their statements.	Does not invite comments from others but allows others to speak. Does not acknowledge contributions from others.	Does not invite comments from others nor acknowledge their statements.
Challenges the accuracy, logic, relevance, or clarity of statements.	Constructively challenges the accuracy, clarity, relevance, or logic of statements made.	Responds in a civil manner to a statement made by someone else by challenging its accuracy, clarity, relevance, or logic.	Responds in a civil manner but does not challenge the accuracy, clarity, relevance, or logic of statements.	Does not respond in a civil manner in all conversations. Does not challenge the accuracy, clarity, relevance, or logic of statements.

Reflection Questions

- Describe the importance of both the outside and inside circles.
- With what types of questions or topics would this work best? For what types of questions would this method not be suited?
- How might you use this technique in your classroom?

Method	Implementation Steps	Teaching Tips/Assessment Ideas	Where can I use this?
Structured Academic Controversy			
Fishbowl			
Philosophical Chairs			
Jigsaw Seminar			
Other			



Lunch Time

Please come back with a bit more energy than this guy!

Accountable Talk in a Discussion

To ensure high levels of academic rigor and equitable participation, teachers establish recurring, predictable routines with specific talk formats. These routines allow students and teacher to focus on academic content because everyone knows what is expected of them.

Recurring, familiar events and activities—ones that take place at consistent times, in consistent ways, for consistent purposes—ensure that all students know how to participate in the conversation. This frees up the students (and the teacher) to think about the content more deeply. Participants are able to spend less time worrying about how to frame their contribution, how to get a turn, or how to follow up on someone else's comment.

Accountable Talk Prompts (some examples)

- I want to agree with _____ because ...
- I would like to disagree with what _____ said...
- I need clarification on...
- In other words, what you said was...
- Can you give me an example?
- I can give you an example of that...
- That reminds me of...
- I have made a connection...
- Maybe it means...
- That is really important...
- Aha!... Or Yes!... or I get it...
- What would you say, _____, about this conflicting piece of evidence?
- What conclusions can you draw?
- What would you recommend..?
- Based on the evidence, how would you explain...?
- What would happen if...?
- How would you improve...?

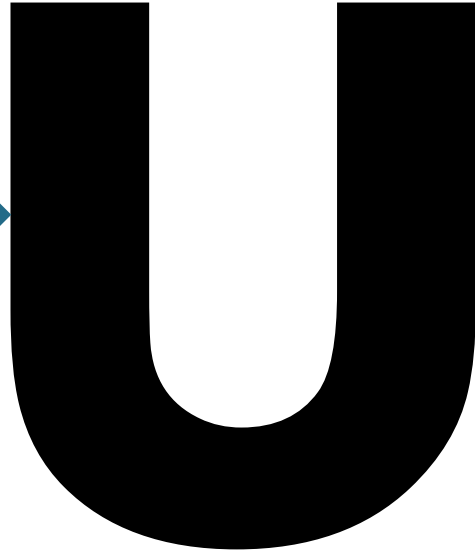
Philosophical Chairs

Honoring learning and “movement” of ideas in a discussion

Method	Implementation Steps	Teaching Tips/Assessment Ideas	Where can I use this?
Structured Academic Controversy			
Fishbowl			
Philosophical Chairs			
Jigsaw Seminar			
Other			



Position 1



Position 2

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Philosophical Chairs

It's a discussion,
not a debate!



Move as you learn and change your point of view.

<https://www.youtube.com/watch?v=19elwVxjfeA>

Philosophical Chairs Guidelines

- Understand the central question or topic before the discussion begins.
- Prepare for the discussion with the text(s) provided. Find evidence and keep track of your reasoning.
- Decide which section you will sit in.
- Listen carefully when others speak and seek to understand their arguments even if you don't agree.
- Wait for the mediator to recognize you before you speak.
- You must first summarize briefly the previous speaker's argument before you make your response.
- If you have spoken for your side, you must wait until three other people on your side speak before you speak again.
- Be sure that when you speak, you address the ideas, not the person stating them. Use evidence from the text(s) to support your points.
- Keep an open mind and move to the other side or the undecided section if you feel that someone made a good argument or your opinion is swayed.
- Support the mediator by maintaining order and helping the discussion to progress.

Tips & Hints

- Allow students to stand or sit on top of desks (to promote movement).
- The facilitator (teacher or chosen student) should find a pause to ask people who have moved to explain their thinking.
- Middle of the U people are required to justify both sides in the writing assignment.
- Use a roster to keep track of student's comments – both how often they speak and the quality of the comment/evidence.

In a democracy, judges should be elected.

Read through the background information.

- As you read: annotate the document in two ways.
 1. **Blue/Green highlighter:** ideas that resonate with you; evidence that supports your reaction to the statement, Judges should be elected.
 2. **Pink/Orange highlighter:** aspects of the text (vocabulary, ideas, complexities) that you would make sure to guide students through for understanding

SNAPSHOT: Philosophical Chairs

In a democracy, judges should be elected.



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Socratic Seminar / Jigsaw Seminar

Getting to the Heart of the Matter with
Open-Ended Discussions

Socratic Seminar Purpose

A Socratic discussion is a text-based discussion in which an individual sets their own interpretations of the text alongside those of other participants. The aim is a mutual search for a clearer, wider and deeper ('enlarged') understanding of the ideas, issues, and values in the text at hand. It is shared inquiry, not debate; there is no opponent save the perplexity all persons face when they try to understand something that is both difficult and important.

— Walter Parker, University of Washington

Socratic Seminar Norms

1. Seminar Purpose

to facilitate a deeper understanding of the ideas and values in the text through shared discussion

2. Discussion Norms

- Listen carefully.
- Don't raise hands.
- Address one another respectfully.
- Base opinions on the text.
- Address comments to the group (no side conversations).
- Use sensitivity to take turns and not interrupt others.
- Monitor 'air time'.
- Be courageous in presenting your own thoughts and reasoning, but be flexible and willing to change your mind in the face of new and compelling evidence.

Remember...



- The teacher is not “Socrates” in the Socratic Seminar! Don’t be tempted to intervene often. You may occasionally redirect with a new question or clarify misconceptions, but most of your work is done in preparing the seminar and the students.
- Use open-ended questions. This is not a debate, and students are building an interpretation rather than coming to the table with one. Make sure that student questions are deemed as important (or more important) than statements.
- It helps to sit with students instead of walking around (less intimidation). It also helps to give students jobs of monitoring certain aspects of the discussion.

Background Building

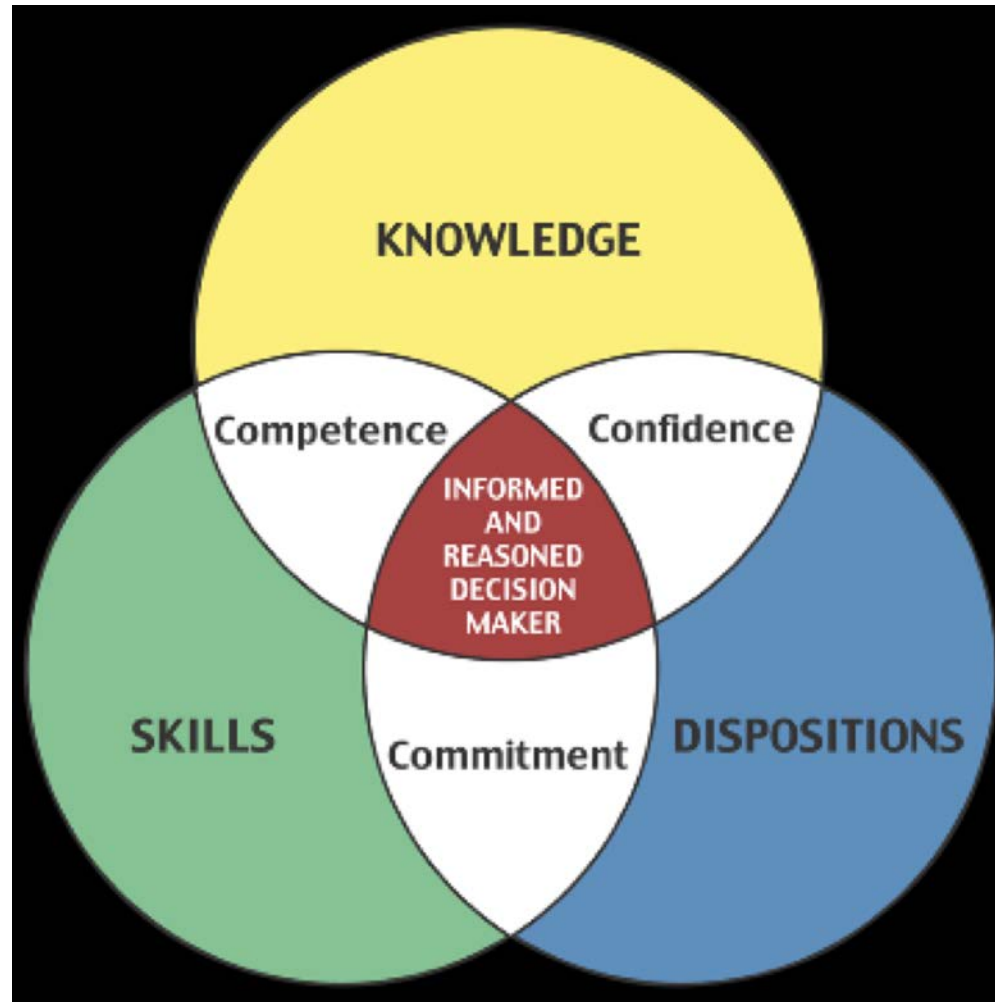
- **Review fundamental and/or academic vocabulary in the text. All students should have equal access to the information available in the texts.** (Seminars often require several texts to help students wrap their heads around a multi-faceted issue.)
 - **Providing a vocabulary side bar is a good idea.**
 - **Remember not to define words that can be interpreted based upon context clues.**
- **Everyone should start with the same basic understanding of the issue. The teacher may engage in a short lesson on a complicated topic, for instance, so as not to presuppose background knowledge.**

Three Types of Seminars

- Classic Socratic Seminar (whole group with same topic and readings in a circle)
- Small Group Seminar (whole class on same topic and same readings but in three to five smaller groups)
- Jigsaw Seminar (three to five groups on same topic but different readings, first in expert groups to clarify thinking on a reading and then in jigsaw groups for the discussion)

NOTE: A SEMINAR WILL NOT WORK IF STUDENTS BRING IN THEIR OWN CHOICES OF READINGS. THERE MUST BE A BASIC SHARED UNDERSTANDING.

Purposes of Education



Method	Implementation Steps	Teaching Tips/Assessment Ideas	Where can I use this?
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Other			



Jigsaw Seminar

Compare, Contrast, Synthesize & Make Meaning...

GETTING TO THE  OF THE MATTER WITH
WITH MULTIPLE ARTICLES AND SMALL GROUPS

Why a Jigsaw Seminar?

- **Compare, Contrast, Synthesize & Make Meaning**
- **Sharing Points Of View With Multiple Articles**
- **Open-Ended Questions For Everyone To Answer Regardless of Their Expert Group Document**

Summarizing the Text

Source Summary

Name of Source: _____

What are the 3 - 5 most important ideas in the text?

-
-
-
-
-

What are the 2 - 4 most interesting or telling details of the piece?

-
-
-
-

Write a paragraph with 5-7 sentences summarizing the text which includes all of the ideas and details recorded above. This is a group effort, and all members of the group should have the SAME summary. Talk about how to form sentences that combine multiple ideas and/or ideas with details. Use at least two academic verbs and at least one transition/telling word in your paragraph. Make sure to use at least one Tier Two word which was identified for the text.

JIGSAW SEMINAR INSTRUCTIONS

First: EXPERT GROUPS

- Read the same article.
- Discuss article:
 - What are the main ideas?
 - How is this supported? What textual evidence is most compelling?
 - What are the most interesting aspects of the article that I would want to share?
- Identify a 25-50 word summary of your article to share with your seminar group.

Then: JIGSAW SEMINAR GROUPS

- Meet in a group of 3-5 (representing the different articles).
- Everyone shares their summary.
- Discuss each of the seminar questions.
- Each person must “speak” at LEAST once for each seminar question, noting something from their article that is related to the question.
- People can speak generally (from their own experiences) about the topic after they have shared textual evidence.

Articles and Grouping

- From Color to Number
 - Color : Expert group reading article
 - Number : Jigsaw seminar group

Classroom Discussion: Models for Leading Seminars & Deliberations	Blue
Meetings Students Where They Are: Effective Classroom Discussions	Yellow
Controversy in the Classroom (quotes from the book)	Pink

Shared Annotation with your expert group

- Write a few words at the top of each article as people share their summaries with you.
- When a person in your group mentions a piece of evidence, they should point out the article and line number so that you can underline it.

- 1. Move to your numbered seminar group.**
- 2. Sit knee to knee.**
- 3. Introduce yourselves.**
- 4. Share your summaries.**

Discussion Questions

1. Why institute a discussion rich classroom?
2. What obstacles or hurdles confront teachers who initiate a discussion rich classroom? How might teachers turn these obstacles into opportunities?
3. Based on evidence in the text, what assumptions are made about the teacher skill and expertise needed for a discussion rich classroom?

Note Taking Organizers for Jigsaw Seminar

- Consider the use of I-Charts to have students take notes at the end of their discussion.
 - Ask students to translate something from their shared annotation for each source and then make meaning of it in a summary.

	Question 1	Question 2	Question 3	Question 4	Other Interesting Facts	New Questions
What We Know						
Source 1						
Source 2						
Source 3						
Summaries						

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It's Time For A Break

Socratic Seminar Example Video

1. Watch the video and take notes using the organizer.

1. How does this teacher attend to knowledge, skills, and dispositions in this discussion?
2. How does this video demonstrate the characteristics of a seminar?
3. What type of preparation is required by student and teacher?
4. What might you adopt from this model?

<https://www.teachingchannel.org/videos/teaching-the-n-word>

Discussion Differentiation Debrief

For which students will these discussions be more difficult? Why is it important to require them to participate? What scaffolds might you include?

For which students might these discussions be “right up their alley”? How will you ensure that they are growing through the experiences?

Assessing Seminars

- Rubrics
- Class co-created checklists
- Roster keeping track of student participation (see next slide)
- Outside student evaluator
- Self-assessment and metacognitive wrappers

Positive

- 1. Making a relevant comment (+1)**
- 2. Using a probing question to elicit more information or to get someone involved in the discussion (+1)**
- 3. Using evidence to support a statement (+1)**
- 4. Challenging the relevancy of a person's comment or use of evidence (+2)**
- 5. Using evidence from personally gathered sources to support a statement (+2)**
- 6. Summarizing the discussion (+2)**
- 7. Recognizing a contradiction in someone's position (+2)**
- 8. Making a stipulation (+2)**
- 9. Making a concession (+2)**
- 10. Making a clear transition to a relevant issue (+3)**
- 11. Stating and explaining an appropriate analogy (+3)**

Negative

- 1. Making an irrelevant comment (-1)**
- 2. Not paying attention (-1)**
- 3. Interrupting another discussant to prevent him/her from participating (-2)**
- 4. Lack of or inappropriate use of evidence when making a factual statement (-2)**
- 5. Monopolizing/dominating a discussion so as to prevent others from participating (-3)**
- 6. Making a personal attack (-4)**

Notes:

- Individually, students may not receive more than 18 points per discussion**
- An additional 1-5 points are added to each individual's score on the basis of the overall discussion's quality, for a maximum of 23 points**
- A maximum of 3 points may be earned on #1 (positive), and a maximum of 8 points may be earned between #3 and #5 (positive)**

Metacognitive Wrappers

On a scale of 1-5 (five being great), I rate my participation in this discussion a _____
because _____
_____.

Which of the following is an area in which you can improve in the next discussion of a text? Circle and explain your choice in the box below.

- Listening attentively to others
- Staying focused on the point of the discussion
- Articulating your own thoughts clearly and concisely
- Responding directly to other students' points
- Asking great probing questions
- Explaining the text evidence/reasoning clearly

The most interesting idea presented in our discussion was _____
_____.

“Asking students to think about their work before receiving feedback scratches up the ‘soil’ in the brain so the feedback seeds have a place to settle in and grow.”

—Jan Chappuis, “How Am I Doing?,”
Educational Leadership, September 2012



Speaking & Listening Portfolios

- Clarify learning targets and success criteria together as a class
- Mix of self assessment, group assessment, teacher assessment
- Consistent goal setting and reflection
- <https://www.teachingchannel.org/videos/formative-assessment-example-ela-sbac> (12:55)

Reflections & Evaluations

How have your ideas about discussion morphed over the course of the day?

What goal do you have for yourself in using discussion this year and next?

Thank you!

Contact us with any questions:

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