

Faculty Development Day

Spring 2019

Agenda

- Introduction
- Facilitating Classroom Discussions
- Break
- Assessing Student Comprehension
- Break
- Classroom Innovations

Facilitating Class Discussion

Objective



Faculty will be able to plan and apply at least one new discussion technique to their course.

What is discussion?

“A classroom discussion is a **sustained exchange** between teachers and their students with the purpose of **developing students’ capabilities** or skills and/or expanding students’ understanding—both shared and individual—of a **specific concept or instructional goal**. Classroom discussions are characterized by **high quality and high quantities of student talk.**”

Participation vs Discussion

Participation

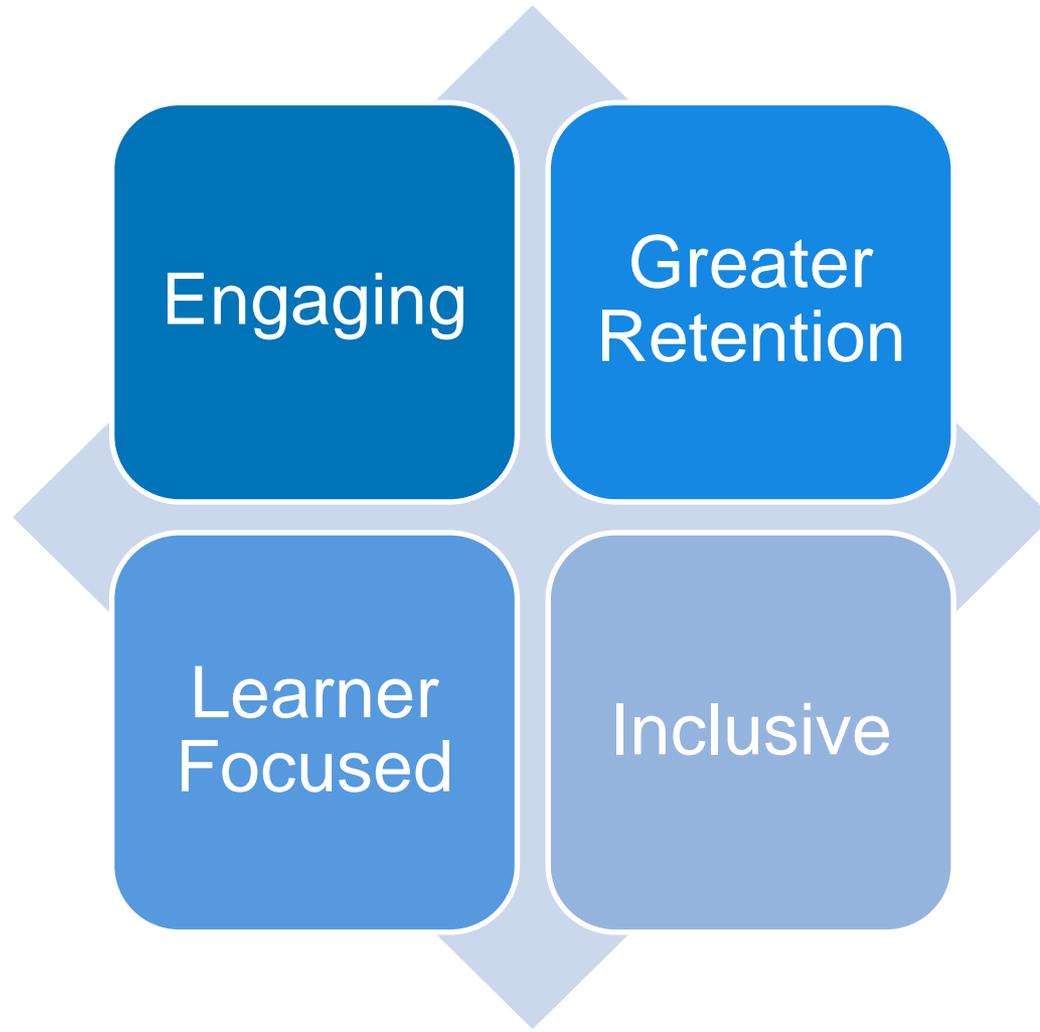
- 1-2 voices
- Good for closed questions

Discussion

- Many voices
- Good for open questions



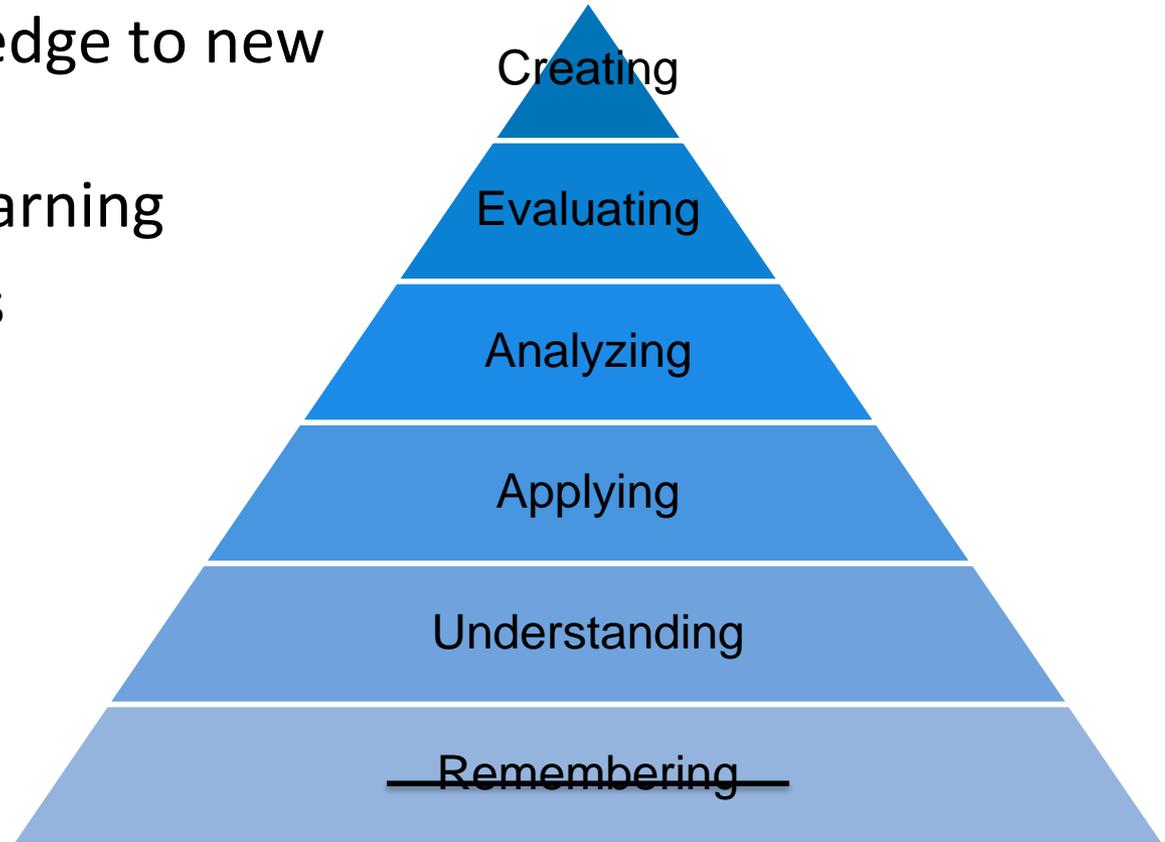
Classroom Discussion Why



When to Use Discussion

- Transferring knowledge to new situations
- Deep conceptual learning
- Exploring new ideas
- Problem solving

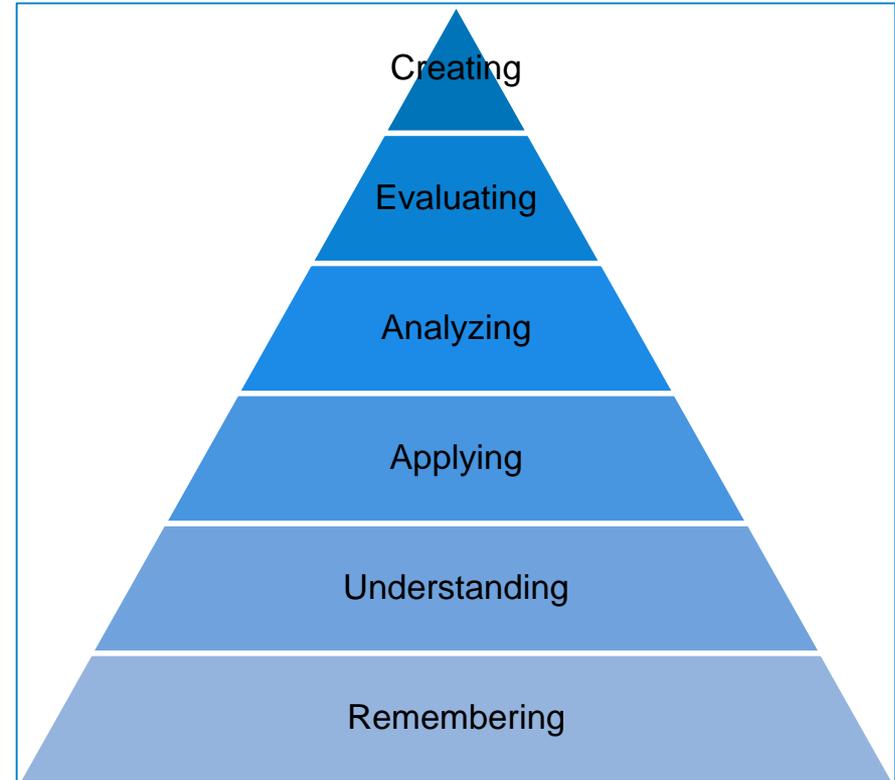
- Nilson Teaching at Its Best



Participation Guidelines for Discussion

- Set the expectation that all students will participate (Core Culture)
- Share why discussion is important
 - Deeper learning
 - Bringing in all viewpoints
 - Students should come with a viewpoint, evaluation evidence for and against, and be able to defend their viewpoint
- Faculty is facilitator, discussion is as rich as what the students bring to it
- Grading participation (Dallimore, Hertenstein, & Platt)

- Discussion questions should tie to learning objectives
 - 1-2 key questions per objective
- Bloom's Taxonomy
- Scaffolding
 - Plan top to bottom
 - Ask bottom to top



Objective: Students will **value** a company using DCF.

Question: What is the valuation of Company X and the value per share of its equity?

Question Design Using Bloom's Taxonomy

Creating

- What alternatives would you suggest to value this company?

Evaluating

- Would you approve this merger and why?

Analyzing

- How is the income statement related to the balance sheet?

Applying

- What is the probability of consumer trial for company x?

Understanding

- What is the bottleneck in this example?

Facilitation Techniques and Tools

Techniques

- Online discussions
- Cold calling
- Warm calling
- Instructor → Student → Student → Student
- Wait time

Tools

- Canvas
- Poll Everywhere
- For Class

Think Pair Share

When you would use this: Think Pair Share is great to use at the beginning of a discussion or if participation is waning



How you implement it

Start by posing a question and giving students 1-3 minutes to silently reflect on their own

After the individual think time is over, ask students to share their thoughts with the person sitting next to them (each person should get about 1-2 minutes)

After the paired discussion is finished, lead a whole group discussion

When you would use this: Circle of Voices is best used at the beginning of a lecture and early in a course.



How you implement it

Students get 2 minutes for individual reflection	Students get in groups of 4 and are each given 1 minute to share their initial thoughts. Other students may not react during this time.	Students engage in a relatively unstructured conversation, but can only comment on something another student said.	Students share out any new perspectives or questions whole group.
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Discussion Preparation and Pitfalls

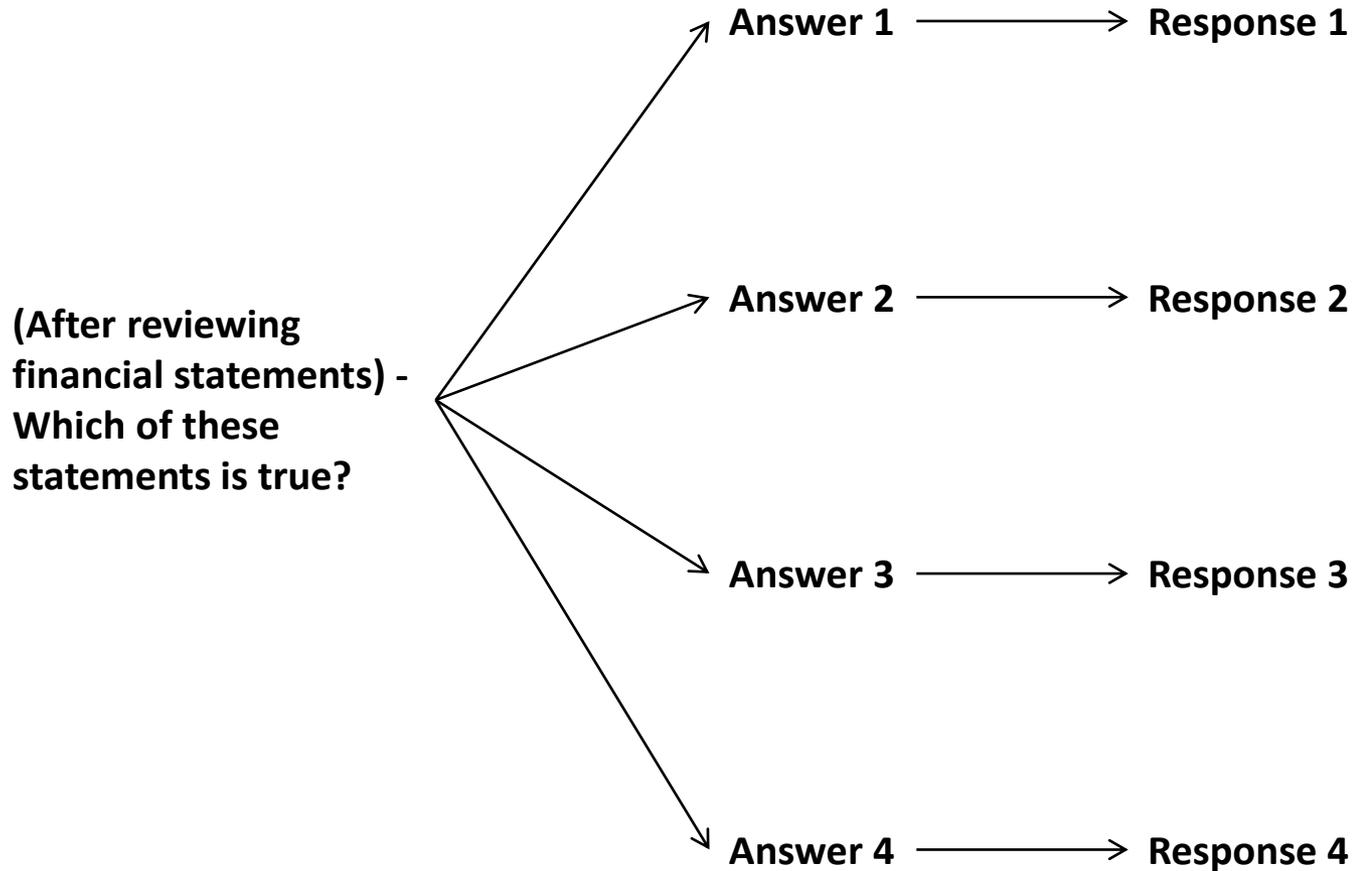


- Prepare students
- Frame discussions
- Identify misconceptions



- Derailment
- Opting Out
- Offensive Comments

Identify and Plan for Misconceptions



Correct Answer

- Avoid repeating the answer
- Ask student to repeat
- Ask another student to repeat
- Call on another student
- Have student call on another student

Incorrect/ Incomplete/ Unclear Answer

- Remembering level give answer or call on another student
- Call on another student
- Ask a scaffolded question
- Almost
- Can you explain your thinking?
- Rephrase answer