

DISCUSSION

AS A TOOL OF TEACHING

TOOLS AND TECHNIQUES FOR
DEMOCRATIC CLASSROOMS

BY ROBERT M. HODGSON

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Discussion As A Way Of Teaching Tools And Techniques For Democratic Classrooms

Rita Smilkstein



Discussion As A Way Of Teaching Tools And Techniques For Democratic Classrooms:

Discussion as a Way of Teaching Stephen D. Brookfield, Stephen Preskill, 2012-06-14 Thoroughly revised and updated the second edition of the landmark book *Discussion as a Way of Teaching* shows how to plan conduct and assess classroom discussions Stephen D Brookfield and Stephen Preskill suggest exercises for starting discussions strategies for maintaining their momentum and ways to elicit diverse views and voices The book also includes new exercises and material on the intersections between discussion and the encouragement of democracy in the classroom This revised edition expands on the original and contains information on adapting discussion methods in online teaching on using discussion to enhance democratic participation and on the theoretical foundations for the discussion exercises described in the book Throughout the book Brookfield and Preskill clearly show how discussion can enliven classrooms and they outline practical methods for ensuring that students will come to class prepared to discuss a topic They also explain how to balance the voices of students and teachers while still preserving the moral political and pedagogic integrity of discussion Discussion as a Way of Teaching Stephen Brookfield, Stephen Preskill, 1999-01-01 This book is written for all university and college teachers interested in experimenting with discussion methods in their classrooms *Discussion as a Way of Teaching* is a book full of ideas techniques and usable suggestions on How to prepare students and teachers to participate in discussion How to get discussions started How to keep discussions going How to ensure that teachers and students voices are kept in some sort of balance It considers the influence of factors of race class and gender on discussion groups and argues that teachers need to intervene to prevent patterns of inequity present in the wider society automatically reproducing themselves inside the discussion based classroom It also grounds the evaluation of discussions in the multiple subjectivities of students perceptions An invaluable and helpful resource for university and college teachers who use or are thinking of using discussion approaches **Designing Discussion for Online and Blended Courses** Dianne Forbes, Nicola Daly, Liang Li, 2024-09-01

This book supports teaching and learning through online discussion in higher education contexts such as universities colleges and polytechnics It presents an explicit focus on popular asynchronous discussion tools and methods with attention to disciplinary variety and key principles for successful learning oriented discussion It tackles the challenges faced by tertiary teachers implementing online discussion and outlines common concerns and productive solutions to enhance the effectiveness and manageability of online discussions for teachers This book also presents a parallel focus on the difficulties commonly experienced by students learning through online discussion It offers advice for new online learners in a practical and accessible way and considers assessment issues related to online discussion Finally this book offers innovative ideas for future oriented online discussion in the higher education context Creating Engaging Discussions Jennifer H. Herman, Linda B. Nilson, 2023-07-03 If you have ever been apprehensive about initiating classroom discussion fearing silences the domination of a couple of speakers superficial contributions or off topic remarks this book provides strategies for

creating a positive learning experience Jennifer H Herman and Linda B Nilson demonstrate how to create the conditions to facilitate deep and meaningful learning as well as to assess the effectiveness of discussions They identify analyze and solve common problems in both classroom and online discussions and in both small and large classes They take a direct practice oriented approach that in acknowledging common challenges provides principles guidance on design examples of activities and techniques and eight detailed case studies These cases demonstrate successful approaches that faculty across disciplines and from a variety of institutions have adopted in their face to face blended or online courses at the undergraduate or graduate level The case authors begin by describing the original pedagogical challenge they faced and explain how they addressed it and assessed the results of their innovation They also offer practical recommendations to readers who may want to try their strategies Intended for faculty this book will be equally valuable for educational developers who can use this resource in their programs and private consultations At the graduate level this book can serve as a text or workshop resource in college teaching courses and teaching assistant development programs The final chapter provides a set of resources and activities including discussion questions on the case studies writing prompts and jigsaw formats that are equally appropriate for individual study or for use in workshop environments You ll never again have to suffer such a profound silence that as described by a contributor to the book she could hear the crickets chirping outside

Teaching for Learning Claire Howell Major, Michael S. Harris, Todd D. Zakrajsek, 2015-08-27 Despite a growing body of research on teaching methods instructors lack a comprehensive resource that highlights and synthesizes proven approaches Teaching for Learning fills that gap Each of the one hundred and one entries describes an approach and lists its essential features and elements demonstrates how that approach has been used in education including specific examples from different disciplines reviews findings from the research literature describes techniques to improve effectiveness Teaching for Learning provides instructors with a resource grounded in the academic knowledge base written in an easily accessible engaging and practical style

Discussion as a Way of Teaching Stephen D. Brookfield, Stephen Preskill, 1999-04-09 1999 Critics Choice Selection of the American Educational Studies Association In this guide to planning conducting and evaluating lively discussions authors Stephen Brookfield and Stephen Preskill offer a variety of practical ideas tools and techniques for creating democratic classrooms They suggest exercises to get discussion started strategies for maintaining its momentum ways to elicit a diversity of views and voices ideas for creative groupings and formats and processes to encourage student participation In exploring the role of the teacher in discussion they address the tensions and possibilities arising from ethnic cultural social class and gender differences Throughout the book the authors emphasize how discussion fosters democratic participation and enhances learning Additionally they review how to balance the voices of students and teachers while still preserving the moral political and pedagogic integrity of discussion From the early stages of preparing students to participate in discussion to the final stages of evaluating its meaning and effects the authors provide a comprehensive guide to realizing the promises and

avoiding the pitfalls of this way of teaching Each chapter contains numerous techniques suggestions and applications that can be adapted to a wide range of discussion settings Sample exercises and formats are provided throughout including case studies of successful practices Discussion as a Way of Teaching is an accessible practical resource for teachers trainers faculty administrators professional developers facilitators and other educational leaders It will be useful to anyone who uses discussion to help people learn *The Elements of Instruction* Michael H. Molenda,Deepak Prem Subramony,2020-10-26

The Elements of Instruction provides a common vocabulary and conceptual schema of teaching and learning that is fully applicable to all forms of instruction in our digital centric era This critical examination of educational technology s contemporary semantics and constructs fills a major gap in the logical foundations of instruction with special attention to the patterns of communication among facilitators learners and resources The book proposes a new framework for organizing research and theory clear concepts and definitions for its basic elements and a new typology of teaching learning arrangements to simplify the selection of optimal conditions for a variety of learning goals As trends in media technology and methodology continue to evolve these historically contextual back to basics pedagogical tools will be invaluable to all instructional designers and educational researchers **Adaptive Coaching** Terry R. Bacon PhD,Laurie Voss PhD,2011-01-11

The fully revised follow up to Training Media Review s BEST2BUY Winner If every person is unique why do coaches use the same worn out methods for everyone Employees seeking performance improvement require a coaching approach tailored to meet their specific needs and preferences In Adaptive Coaching Second Edition executive development experts Terry Bacon and Laurie Voss draw from over 2 000 case studies of Fortune 500 employees to show how people prefer to be coached and the powerful results coaches can achieve by being adaptable This essential handbook offers the key tools and techniques that coaches require to identify clients real needs negotiate expectations adapt to different working styles and help clients change Bacon and Voss also include numerous examples of coaching dialogues that illustrate how to initiate coaching sessions build rapport ask probing questions give feedback challenge clients and effectively close coaching sessions With four new chapters Adaptive Coaching Second Edition explores new coaching techniques for encouraging transformative change in your clients It is the perfect companion to your creative unique coaching sessions teaching you to master the on going and ever changing dialogue between coach and client Educational Communities of Inquiry: Theoretical Framework, Research and Practice Akyol, Zehra,Garrison, D. Randy,2012-09-30

Communications technologies have been continuously integrated into learning and training environments which has revealed the need for a clear understanding of the process The Community of Inquiry COI Theoretical Framework has a philosophical foundation which provides planned guidelines and principles to development useful learning environments and guarantees successful educational experiences Educational Communities of Inquiry Theoretical Framework Research and Practice is an extensive reference that offers theoretical foundations and developments associated with the COI theoretical framework This collection is a valuable source of ideas

research opportunities and challenges for scholars and practitioners in the field of education technology **Elementary Classroom Management: Lessons from Research and Practice** Carol Simon Weinstein, Jr. Mignano, Andrew, 2007 Stressing the need to build caring supportive relationships with and among students this trusted text offers research based guidance on effective classroom management It addresses current concerns about student motivation and helps prospective and beginning teachers develop a philosophy of classroom management that focuses on building connections with students and creating safe caring classrooms The text profiles five master teachers grades K 1 3 4 and 5 in very different school settings as they create classrooms that are orderly and productive humane and caring The integration of the thinking and the actual management practices of five real elementary teachers into discussions of research based management principles prompts readers to connect theories with actual results Further the text demonstrates how real teachers can adapt to any circumstances physical room constraints curriculum requirements challenging behaviors and still be successful Learning as a Way of Leading Stephen D. Brookfield, Stephen Preskill, 2009 This book offers a systematic look at the connections between learning and leading and the use of learning to inspire and organize for change It explores two interrelated dimensions of learning leadership the ways leaders themselves learn about leadership practice and the way leaders foster the learning of those they work with The book focuses on a number of important leadership activities and adopts a case study approach to illuminate how leaders themselves learn how they impart knowledge to others and how they support others in becoming more effective and enduring learners *McKeachie's Teaching Tips* Wilbert James McKeachie, Barbara K. Hofer, 2002 McKeachie's Teaching Tips provides helpful strategies for dealing with both the everyday problems of university teaching and those that arise in trying to maximize learning for every student The book does not suggest a set of recipes to be followed mechanically it gives instructors the tools they need to deal with the ever changing dynamics of teaching and learning **We're Born to Learn** Rita Smilkstein, 2003 This author not only summarizes the theories and research regarding how the brain functions in the process of learning natural learning she also shows how she has continued to apply it in her own teaching and learning Robert Pinney Director Extension Teacher Education Programs Western Washington University This is an important and useful book readable practical and inspiring advice for the practicing teacher This is a great translation of theory into practice and Rita's stories of her own work are especially compelling Jean MacGregor National Learning Communities Project The Evergreen State College Olympia Washington This book is intended to make it possible for all students to realize their potential as natural learners It shows teachers how to make this possible not with attention getting activities that are more or less peripheral to the curriculum but with the curriculum itself Written for all teachers from K 12 through higher education as well as future educators this volume also provides information for parents students in general and everyone who wants to know how the brain learns Chapters Two and Three discuss two areas of research related to learning classroom field research and neuroscience research These two areas are brought together in

Chapter Six leading to principles for developing brain compatible natural learning curricula for any subject at any level The author provides examples of classroom proven applications of the theory and Chapters Eight and Nine using guidelines and models show how this research based theory can be applied to the development of curricula for any classroom Examples of how to develop lesson plans and curricula for a unit course or program will be useful for teachers in all subjects *Reading One's Life* Laurie Ann Vasily,2006 **Success in Practical/vocational Nursing** Signe S. Hill,Helen Stephens Howlett,Helen A. Howlett,2001 The new edition of this exciting text has been revised and updated to equip today s students for a career as an LPN LVN **SUCCESS IN PRACTICAL VOCATIONAL NURSING** offers an interactive approach teaching students not only what to do but how to do it This 1 2 3 approach combined with an increased emphasis on leadership and management ensures that this text will continue to be an essential tool that teaches students skills they ll need throughout their careers **SUCCESS IN PRACTICAL VOCATIONAL NURSING** encourages critical thinking and active problem solving It presents learning strategies for adult students as well as approaches for traditional and returning students and offers tips on taking the NCLEX PN and searching for a job High-school Teachers' Cultural Models of English as a School Subject Samantha Brown Caughlan,2004 *Honors in Practice* ,2010 **Exploring Professional Knowledge and Practices Collaboratively in Problem-based Discussions** Wen-Yu Lee,2004 **To Improve the Academy** Linda B. Nilson,Judith E. Miller,2009-10-12 The development of students is a fundamental purpose of higher education and requires for its success effective advising teaching leadership and management Professional and Organizational Development Network in Higher Education POD fosters human development in higher education through faculty instructional and organizational development A smart mix of big picture themes national developments and examples of effective faculty development initiatives from a variety of schools **To Improve the Academy** offers examples and resources for the enrichment of all educational developers This annual volume incorporates all the latest need to know information for faculty developers and administrators

Inspiring Exemplary Teaching and Learning National Collegiate Honors Council (NCHC),2008 This monograph is a companion piece to *Teaching and Learning in Honors* The authors in this monograph are dedicated to exploring the sometimes magical sometimes ordinary sometimes rewarding sometimes challenging connections between good teaching and deep lasting learning Questions regarding students learning pedagogical strategies distinguishing factors of advanced learning and the nurturing of students and teachers in stepped up programs underlie the issues approaches and shared resources in this volume Following an introduction this volume is divided into five parts Part I Crossing Boundaries Integration and Dialogic Learning includes the following chapters 1 Pre College Experiences and Characteristics of Gifted Students Anne Rinn 2 Toward a Model of Integrative Learning The Place of Science in an Honors Curriculum Judith Ramaley 3 Engagement in Learning Liberal Education and Honors Bernice Braid and 4 Dialogue Politics and Pedagogy Lessons from Democracy Lab Jim Knauer Part II Understanding Talented Students and Teachers includes the following chapters 5

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Discussion As A Way Of Teaching Tools And Techniques For Democratic Classrooms Book Review: Unveiling the Magic of Language

In an electronic era where connections and knowledge reign supreme, the enchanting power of language has become more apparent than ever. Its ability to stir emotions, provoke thought, and instigate transformation is actually remarkable. This extraordinary book, aptly titled "**Discussion As A Way Of Teaching Tools And Techniques For Democratic Classrooms**," published by a very acclaimed author, immerses readers in a captivating exploration of the significance of language and its profound effect on our existence. Throughout this critique, we shall delve to the book is central themes, evaluate its unique writing style, and assess its overall influence on its readership.

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Discussion As A Way Of Teaching Tools And Techniques For Democratic Classrooms Introduction

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