Adapting High Quality Classroom Discussion Strategies to Online Discussions

Slides available at www.goo.gl/X7a9w5

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Session Outline

11:15AM
Think about discussion board patterns

Adapt a framework

Explore strategies

Share other ideas

12:00PM
Learning Outcomes

Recognize common discussion patterns

Adapt tools to facilitate high quality discussions
I agree!
I agree!
I think this.
I think that.

Based on the slides and activities in the Session 1 slides, what are some things that are standing out to you?

Standing out to me at this time is all the components that go into curriculum. A good understanding of the term, the role of the teacher, and the learning and teaching. I look forward to exploring the different types of curriculum and how they impact instruction.

I have always seen curriculum as being the "what" and instruction as being the "how." I have always been a big cheerleader of assessments as a way to evaluate how the "what" is being learned. It's important to know what is going on in the classroom or what material is going into the lesson. I have always been a big cheerleader of assessments as early in the process, how will we know what we need to teach and what not to teach.

This is all new to me since I have never had any coursework on curriculum. A principal role encompasses everything about education as I know it. I wonder why changes. What really drives these decisions?
Other patterns?
So, how do we move beyond?
Bloom's Taxonomy

- **Remember**: define, state, list
- **Understand**: describe, explain, identify
- **Apply**: use, demonstrate,
- **Analyze**: compare, contrast, examine
- **Evaluate**: support, select, critique, defend
- **Create**: design, construct, plan, produce
Now, move it online...
Bloom's Taxonomy Discussion Board Verbs

- Remember
- Understand
- Apply
- Analyze
- Evaluate
- Create
Protocols help us engage in community in a productive, efficient, and respectful way.
Protocols

a structured format with a set schedule and specific guidelines for communication among participants
Think-Pair-Share

Think

Pair

Share
SAVE THE LAST WORD FOR ME!

Save the Last Word for Me is a discussion strategy that requires all students to participate as active speakers and listeners. Its clearly defined structure helps shy students share their ideas and ensures that frequent speakers practice being quiet. It can be used as a way to help students debrief a video or reading passage.

Materials: Discovery Education media or text, index cards

1. Identify a Discovery Education video or reading passage excerpt that will serve as the catalyst for this activity.
2. Have students view or read the selected text.
3. Ask students to highlight three sentences that stood out for them and write

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Peeling the Onion
Developing a Problem Protocol

Developed in the field by educators affiliated with NSRI

Purpose
To provide a structured way to develop an appreciation for the complexity of a problem in order to avoid the inclination to start out by "solving" the problem, before it has been fully defined.

Procedure
As with all protocols, it is important to identify a facilitator who is responsible for keeping the group to the allotted time. This allows the group to maintain focus, keep on track, and frees the group to do its best thinking. The facilitator reviews the process with the group and then it begins. The times for each step can be adjusted to fit the available amount of time and the number of people in the group.

Facilitation Tips
Most of us are easier to solve problems before we truly understand their depth. This protocol is designed

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4 As Protocol Template
State what you are asking the group to:

<table>
<thead>
<tr>
<th>Assumptions</th>
<th>Aspirations</th>
</tr>
</thead>
<tbody>
<tr>
<td>What assumptions does the author of the text hold?</td>
<td>What parts of the text do you want to Argue for?</td>
</tr>
</tbody>
</table>

Agree

Argue

YES!

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The Charrette Protocol


Purpose
The Charrette is a term and process borrowed from the architectural community. Its purpose is to improve a piece of work. As described by Carol Coe at Puyallup High School, Washington, Charrettes are used to “kick up” the level of performance. Individuals or teams call for a Charrette when they are "stuck" — when the members of the team have reached a point in the process where they cannot easily move forward on their own. They bring their current ideas, or the actual work in progress, to the Charrette, and then ask the group to “work on the work” for them.

Time
20-50 minutes
Now, move them online...
Some Considerations...

- remember the importance of establishing trust and norms for online participation
- be specific about time frames for posting and then when to respond
- be aware of managing the size of groups
- don't forget to debrief the protocol experience and ask for feedback
Sources for Additional Protocols

National School Reform Faculty
Harmony Education Center

SRI School Reform Initiative
A Community of Learners

FACING HISTORY AND OURSELVES
People make choices. Choices make history.
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Session Evaluations Contest

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Click “Evaluate Session” at the bottom of session details screen
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

Five (5) $25 gift cards will be awarded to five (5) individuals
Must submit evals using the OLC Conferences mobile app or website