

TALKING IN CLASS

USING DISCUSSION TO ENHANCE TEACHING AND LEARNING



Foreword by George Hillocks, Jr.

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Talking In Class Using Discussion To Enhance Teaching And Learning

**Elizabeth A. Kahn, Andrew
Bouque, Dawn Forde, Thomas M.
McCann, Carolyn C. Walter**

Talking In Class Using Discussion To Enhance Teaching And Learning:

Talking in Class Thomas M. McCann, 2006 Talking in class Some rudiments of large group discussion Strategies for organizing and managing small group discussions Strategies for initiating authentic discussion Discussion as preparation for the reading and analysis of literature Discussion that extends our experience with literature Joining a big conversation discussion and interpretations of literature Metaphors the questions we ask and how we ask them Discussion based approaches to teaching composition Cultivating the talking curriculum Discussion and critical thinking Generating and evaluating discussion Conventional and unconventional modes of discussion Discussion diversity and democratic ideals

Yin and Yang in the English Classroom Sandra Eckard, 2014-12-31 English studies today are driven by demanding curriculum but this need is often met with unenthusiastic students Fun work like movie days or projects is often seen as what to do after the real work is finished But what if instructors could blend the two pieces together more effectively motivating students with interesting material while still achieving curriculum goals This text attempts to fuse the pieces in to a cohesive philosophy Yin and Yang in the English Classroom Teaching With Popular Culture Texts is designed to provide college professors and high school teachers with both halves they need to tackle the job of teaching students literature and writing skills theoretical foundations of and practical applications for the modern classroom In addition to theory and research each chapter also offers ready to use activities and projects that can be immediately brought into the classroom Whether you re new and need a guide to begin your journey as a teacher or you re experienced and want to add some spice to your classroom this text can offer new ways to fold popular culture effectively into your teaching toolbox Other key features of this book include Clear easy to read sections for each chapter including a Review of Current Literature and Classroom Connections Student centered solutions to increase engagement with popular culture and technology Step by step plans for taking the activities from the page to the classroom easily

Teaching for Learning Claire Howell Major, Michael S. Harris, Todd D. Zakrajsek, 2021-06-29 Teaching for Learning is a comprehensive practical resource for instructors that highlights and synthesizes proven teaching methods and active learning strategies Each of the 101 entries describes an approach and lists its essential features and elements demonstrates how the approach may be used in various educational contexts reviews findings from the research literature and describes techniques to improve effectiveness Fully revised and updated to reflect the latest research and innovations in the field this second edition also features critical new content on adapting techniques for use in online courses

Inquiry Paths to Literacy Learning Elizabeth A. Kahn, Andrew Bouque, Dawn Forde, Thomas M. McCann, Carolyn C. Walter, 2019-10-31 Inquiry Paths to Literacy Learning a collection of chapters from secondary teachers and university researchers offers English language arts teachers several models and considerations for how to design and implement inquiry based teaching and learning As the contributors demonstrate an inquiry approach can significantly boost student achievement understanding and transfer of learning The chapters in this

collection present classroom tested approaches activities and assignments that teachers can use right away but that also serve as models for designing learning experiences that most engage and benefit learners Focusing on issues that adolescents find consequential the sample learning activities promote the development of complex literacy skills engage students in evidence based reasoning and foster an environment of cooperation collaboration and respect for different points of view Together the contributions in this book envision the English language arts classroom as a supportive environment for authentic inquiry and for the genuine democratic processes involved in grappling together with tough perennial and contemporary issues

Creativity and Chaos Charles Suhor, 2020-05-05 In *Creativity and Chaos* Reflections on a Decade of Progressive Change in Public Schools 1967 1977 Charles Suhor brings to life the bold challenges to the status quo in education during a decade of national turmoil The regimentation and rote learning of traditional schooling could not have escaped the restless temper of the times Vietnam war protests racial strife assassinations hippie communes the sexual revolution an emerging drug culture and daring innovations in pop rock music Suhor describes his immersion in post World War II popular culture of New Orleans as a rich backdrop for his years as an impassioned educational reformer at local and national levels A risk taking teacher and district supervisor of English he plunged headlong into controversies over black literature censorship ebonics the new grammar faculty integration testing standardization and computer technology He demonstrates how the sweeping national trends often took quirky distinctive turns in a city that delights in marching to a different drummer Suhor s engaging account takes the reader into classrooms as well as the intrigues of central office politics and national leaders disputes on how to best teach students in a time of change In no sense a doctrinal liberal he lambastes the errors and excesses of the progressive movement and traces its decline and the backlash demand for a return to basic skills Suhor concludes with an update on innovations that have waned or persisted in today s schools

Teaching Discipline-Specific Literacies in Grades 6-12 Vicky I. Zygoris-Coe, 2014-10-30 Comprehensive timely and relevant this text offers an approach to discipline specific literacy instruction that is aligned with the Common Core State Standards and the needs of teachers students and secondary schools across the nation It is essential that teachers know how to provide instruction that both develops content and literacy knowledge and skills and aims at reducing student achievement gaps Building on the research supported premise that discipline specific reading instruction is key to achieving these goals this text provides practical guidance and strategies for prospective and practicing content area teachers and other educators on how to prepare all students to succeed in college and the workforce Pedagogical features in each chapter engage readers in digging deeper and in applying the ideas and strategies presented in their own contexts Classroom Life real 6 12 classroom scenarios and interviews with content area teachers Common Core State Standards Connections College Career and Workforce Connections Applying Discipline Specific Literacies Think Like an Expert habits of thinking and learning specific to each discipline Digital Literacies Differentiating Instruction Reflect and Apply Questions Extending Learning Activities The

Companion Website includes Lesson plan resources Annotated links to video files Annotated links to additional resources and information Glossary Flashcards For Instructors All images and figures used in the text provided in an easily downloadable format For Instructors PowerPoint lecture slides Reframing Discussions Michael B. Sherry, 2010 Recitations and discussions are two types of interactions which have long been of interest to researchers who study classroom discourse in secondary English and Social Studies According to research teachers control the discourse during recitations through inauthentic questions requiring pre specified answers In contrast discussions involve shared control and include authentic questions allowing multiple interpretations This research has described recitations and discussions as opposites Moreover recitations and discussions have primarily been distinguished by who speaks and how many answers are possible In defining these interactions in terms of stable categories and a multiplicity of voices and interpretations little attention has been paid to dynamic relationships created through discourse during these interactions If recitations appear to be so persistent how might they be reframed as discussions through negotiation of the roles relationships and responses that are possible and appropriate in an interaction If discussions involve not only expressing multiple opinions but also engaging with texts and responding to others perspectives how do speakers relate their experiences to the topic and build on others contributions My dissertation addressed discussions in terms of dynamic discursive relationships through sociolinguistic discourse analysis of field notes class transcripts written reflections and interviews on 28 lessons over one year in an urban 10th grade English class a suburban 9th grade Social Studies class and a rural 12th grade Composition class Based on this research I make the following claims Recitations and discussions are not stable discourse patterns determined by individual speakers or individual turns in conversation In contrast with prior English and Social Studies education research the teacher s intended purpose did not necessarily determine the nature of the interaction and inauthentic authentic questions were not necessarily indicators of recitations discussions Rather the discourse seemed to depend on how the interactional frame could be re negotiated among teacher and students Recitations were reframed as discussions by relating students to the topic through animation and by relating different opinions to each other via double voicing Animation that cast students as figures in a historical literary event reframed recitations as discussions by describing the topic as one with which students could identify This finding adds to English and Social Studies education research on how envisionment of story worlds can increase students comprehension engagement and on how imagining themselves into events can increase students empathy authority Double voicing students comments reframed recitations as discussions by repeating what others had said in ways that provoked debate This finding adds to English and Social Studies education research on how asking questions about what others have just said can contribute to discussion and on how interpretive questions encourage debate Discussions can depend on the framing of other classroom interactions Activities that preceded and followed discussions in these data shaped the frame for discussions The framing of similar activities among teacher and students during previous classes shaped the

frame for discussions Repeated renegotiation of the frame led to emergence of genres or types of discussions The dissertation citations contained here are published with the permission of ProQuest llc Further reproduction is prohibited without permission Copies of dissertations may be obtained by Telephone 800 1 800 521 0600 Web page http://www.proquest.com/en_US/products/dissertations/individuals.shtml Engaging Readers & Writers with Inquiry Jeffrey D. Wilhelm, 2007 Invigorate your teaching and simplify your lesson planning with inquiry With this book learn to develop an essential question that students will be engaged by and then plan lessons activities and projects that support students as they pursue answers and understandings Addresses all the content areas **Adolescent Literacy** G. Kylene Beers, 2007 Adolescent Literacy discusses issues such as including English language learners struggling readers technology in the classroom multimodal literacy compelling writing instruction teaching in a flat world engagement and young adult literature In addition Adolescent Literacy s assessment rubrics for teachers administrators and staff developers make it a resource for schoolwide and districtwide professional development while its accompanying study guide is designed for small group discussions From publisher s description *Writing about Literature* Larry R. Johannessen, Elizabeth A. Kahn, 2009 This book is intended to help middle and secondary school English language arts teachers integrate literature study and composition instruction Literary analysis and well honed analytical writing skills are crucial for student success in English class as well as on writing assessments and in other content area classes Unfortunately these skills are often taught separately from one another and students have a hard time making the connections between the two Drawing on years of real classroom experience this follow up to NCTE s immensely popular *Writing about Literature* 1984 addresses the challenge many teachers face How can we use writing assignments to deepen students understanding of literature while at the same time improve their writing critical thinking and analytical skills A Theory and Research into Practice TRIP book *Writing about Literature* 2nd ed Revised and Updated seeks to answer this question by first providing an overview of the key components of theory and research including assessment literary interpretation composition sequencing and activity design and then offering an extensive selection of practical activities to help students learn how to interpret literature write compelling arguments and support those arguments using evidence from the text Specific activities include Exploring role models from *To Kill a Mockingbird* and *The House on Mango Street* analyzing characters from *Everyday Use* and *Huckleberry Finn* and interpreting love themes from *Romeo and Juliet* and Shakespeare s sonnets Featuring two dozen reproducible handouts and suggestions for adaptations all of the activity sequences are designed to be used as a teaching tool a model for teachers and students to use as they study other texts and types of literature *Bridging English* Joseph O'Beirne Milner, Lucy Floyd Morcock Milner, 2008 *Bridging English* fourth edition is a comprehensive English methods text that is structured on James Moffett s conception of the universe of discourse in the teaching of English talking and listening writing and reading The textbook combines theory and practice that is overarching structures with particular instructional strategies It provides prospective

teachers with a huge array of approaches and activities that are active constructivist and student centered It mirrors that emphasis with boxed Invitations to Reflection that continually survey its readers about their experiences of English classrooms their new learnings as they read the text and their projection into classroom teaching of their own It takes into account the range of student learners a teacher will teach from the gifted to the reluctant and struggling It addresses the special needs of English language learners It also anticipates the need of its readers prospective teachers to put theory and method into practice by designing and delivering effective units and lessons In several chapters on pedagogy it helps them answer questions such as How do I actually teach writing design a unit evaluate student learning This edition also addresses many of the most persistent issues that arise within the field issues that bubble up in individual classrooms English departments and school communities and in the general culture **Making Classroom Discussions Work** Jane C.

Lo,Wayne Journell,2022 For the past 2 decades the field of social studies education has seen an increase in research on the use of discussions as an essential instructional technique This book examines the importance of using quality dialogue as a tool to help students understand complex issues in social studies This edited volume provides a collection of well known evidence based discussion techniques as well as classroom examples showing the methods in use While using discussion as an instructional method is widely considered a best practice of civic learning actual high quality discussions are rare and notoriously difficult to facilitate Making Classroom Discussions Work is designed to guide teacher educators and classroom teachers in facilitating equitable and productive discussions that will boost learning and democratic engagement Book Features Emphasizes the rationale for using discussion in social studies teaching Collects strategies that have been proposed in disparate journal articles and books in one convenient volume Presents research based challenges and supports for conducting and assessing discussions in the social studies Includes methods and tips to help teachers make discussions more equitable in their classrooms *Journal of Education* ,1881 *The Agricultural Education Magazine* ,1930 **The Journal**

of the National Education Association National Education Association of the United States,1927 The Journal of Education Thomas Williams Bicknell,Albert Edward Winship,Anson Wood Belding,1894 *Michigan School Moderator* ,1914

Normal Instructor and Teachers World ,1923 **School and Home Education** ,1882 **Helping Children Learn Mathematics** Robert Reys,Mary Lindquist,Diana V. Lambdin,Nancy L. Smith,2014-11-03 The 11th Edition of Helping Children Learn Mathematics is designed to help those who are or will be teachers of mathematics in elementary schools help children develop understanding and proficiency with mathematics so they can solve problems This text is built around three main themes helping children make sense of mathematics incorporating practical experiences and using research to guide teaching It also integrates connections and implications from the Common Core Standards Mathematics CCSS M

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Talking In Class Using Discussion To Enhance Teaching And Learning Introduction

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