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Titolo	The teacher's guide to leading student-centered discussions : talking about texts in the classroom // Michael S. Hale, Elizabeth A. City
Pubbl/distr/stampa	Thousand Oaks, California : , : Corwin Press, , 2006 ©2006
ISBN	1-4833-6344-9
Descrizione fisica	1 online resource (137 p.)
Disciplina	371.37
Soggetti	Active learning Student-centered learning Discussion
Lingua di pubblicazione	Inglese
Formato	Materiale a stampa
Livello bibliografico	Monografia
Note generali	Includes index.
Nota di contenuto	<p>""Cover""; ""Contents""; ""Preface""; ""Acknowledgments""; ""About the Authors""; ""Part I - Getting Started: The Science of Leading Discussions""; ""Chapter 1 - The Fundamentals of Facilitating""; ""Why Have Student-Centered Discussions?""; ""Essential Ingredients of a Student-Centered, Text-Based Discussion, Aka Seminar""; ""Text""; ""Questions""; ""Participants""; ""Facilitator""; ""The Architecture of a Seminar""; ""Pre-Seminar""; ""Seminar""; ""Post-Seminar""; ""Frequently Asked Questions and Tips for Beginners""; ""Frequently Asked Questions""; ""Tips for Beginners""; ""References""</p> <p>""Part II - Becoming a Skillful Facilitator: The Art and Magic of Leading Student-Centered Discussions""""Chapter 2 - Safety""; ""Recognizing Safety Issues""; ""Tone of the Discussion""; ""Atmosphere of Safety and Respect""; ""Creating a Culture of Inquiry""; ""The Danger of Sarcasm""; ""Feedback During a Seminar""; ""A Climate of Respect""; ""Chapter 3 - Authentic Participation""; ""Recognizing Authentic Participation Issues""; ""Attention-Seeking Participation""; ""Text-Focused Participation""; ""Reflective Activity""; ""Assessing Pauses in Conversation""; ""Facilitator is Not the Focus""</p> <p>""Chapter 4 - Challenge""""Recognizing Challenge Issues""; ""Assessing Understanding""; ""Off-Topic Conversation""; ""Repetitive Ideas and Statements""; ""Idea-Hopping""; ""Challenging Ideas""; ""Chapter 5 -</p>

Ownership"; "Recognizing Ownership Issues"; "Avoiding Anarchy";  
"Facilitator Releasing Control"; "Student-Driven Discussions";  
"Chapter 6 - The Facilitator Decision-Making Model"; "Steps of the  
Decision-Making Process"; "Identifying the Issue"; "Identifying  
Possible Causes"; "Matching to Primary Fulcrum"; "Identifying and  
Applying Possible Strategies"  
"Determining Effectiveness of Strategy and Next Steps""Part III -  
Improving Student-Centered Discussions"; "Chapter 7 - Strategies for  
Ongoing Improvement Across all the Fulcrums"; "Reflection";  
"Seminar Mapping"; "Teaching the Fulcrums to Students";  
"Fishbowl"; "Tasks"; "Seminar Folders"; "Videotape";  
"Assessment"; "Peer Planning"; "Peer Coaching"; "Case Study";  
"Chapter 8 - Strategies for Improving Specific Fulcrums"; "Safety  
Issues: Attacking Personalities"; "Seminar Ground Rules"; "Assigned  
Seats"; "Yellow Card, Red Card"; "Ejection"; "Time-Out"  
"Write before You Talk""Role-Play"; "Stop and Try Again"; "Safety  
Issues: Tiptoeing"; "Building Safety Outside the Seminar"; "Role-  
Play"; "Have Seminars More Frequently"; "Ask the Students";  
"Authentic Participation Issues: Nonparticipation"; "Heads-up  
Questions"; "Pair-Share"; "Round-Robin"; "Inviting Quiet People to  
Speak"; "Reflective Writing"; "Follow-up Writing"; "Positive  
Reinforcement"; "Authentic Participation Issues: Superficial  
Participation"; "Connections"; "Question Again"; "Pair-Share/Write  
during Seminar"; "Silence"; "Map Connections"  
"Challenge Issues: Popcorn"

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## Sommario/riassunto

Engage and enlighten students by skillfully guiding them through thought-provoking classroom discussions using these straightforward strategies.

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