

A row of glowing Edison-style light bulbs hanging against a brick wall. The bulbs are made of clear glass with visible filaments and are mounted on brass-colored metal fixtures. The background is a dark, textured brick wall. The lighting is warm and ambient, with the bulbs in the foreground being sharper than those in the background.

CREATING AND FOSTERING POWERFUL DISCUSSIONS

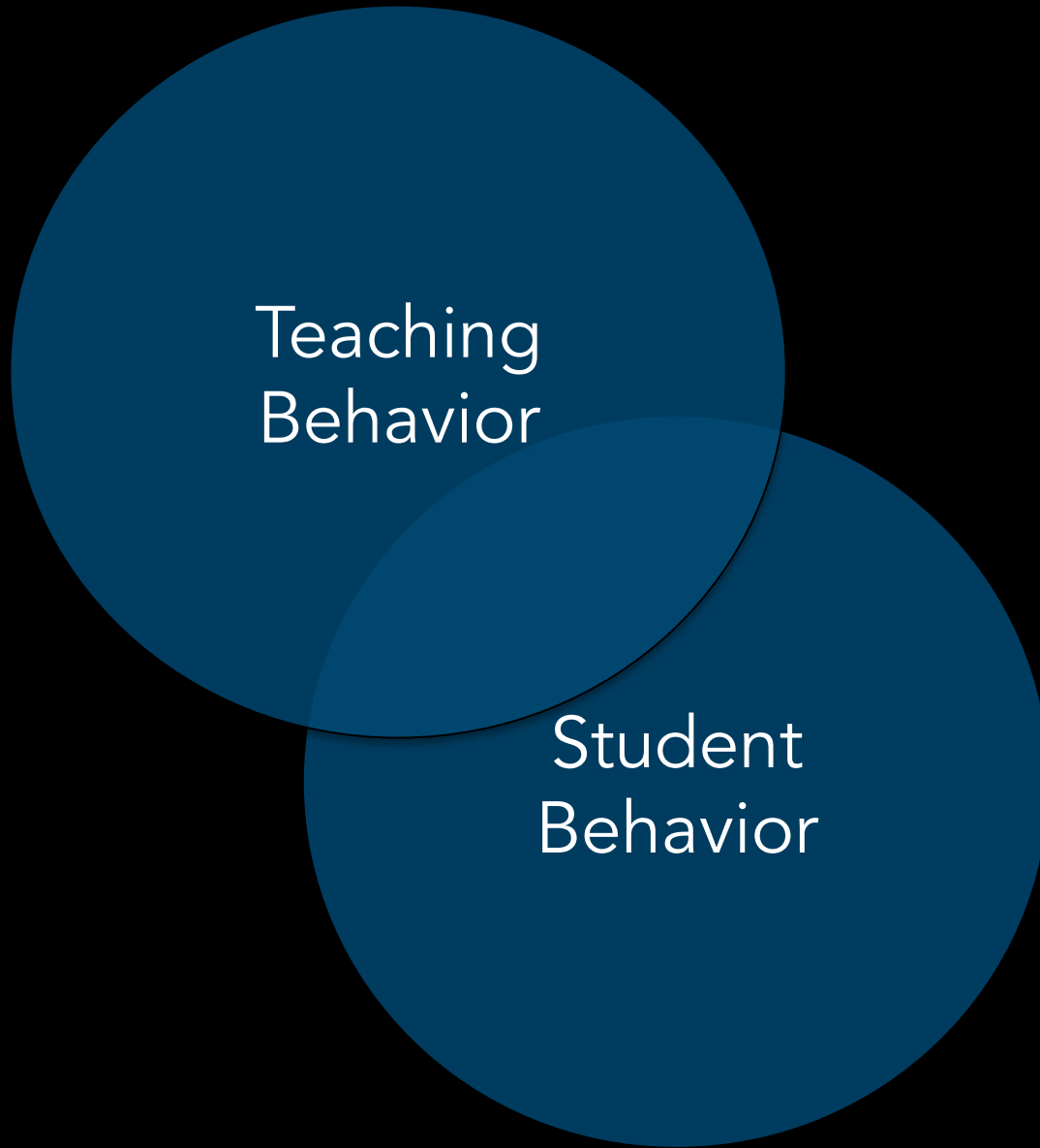
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Fostering discussions

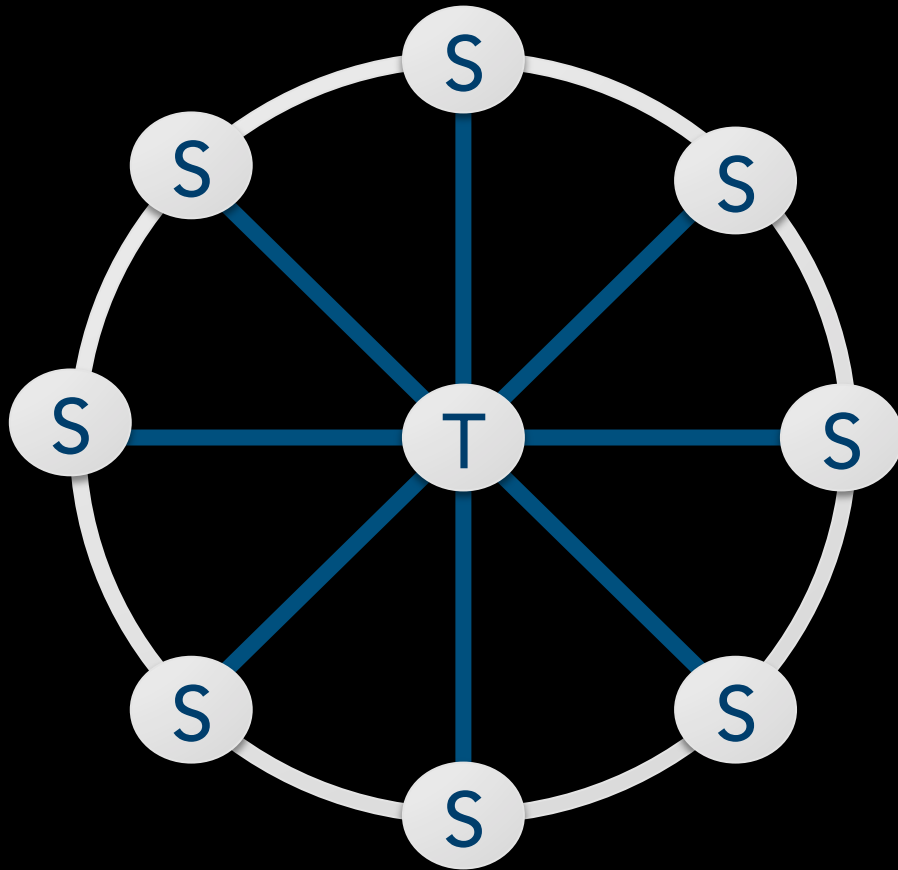
- 1 Why use discussions as a format?
- 2 What's difficult about fostering powerful discussions?

Benefits of discussions

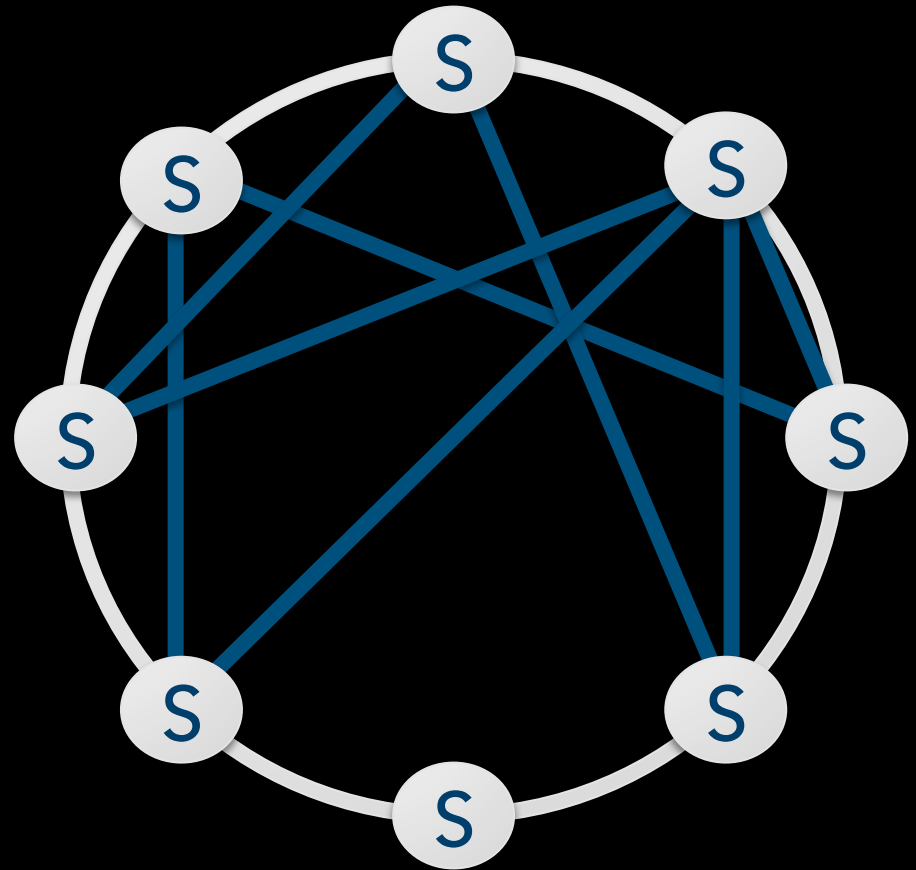
1. helps students explore a diversity of perspectives.
2. increases students' awareness of and tolerance for ambiguity or complexity.
3. helps students recognize and investigate their assumptions.
4. encourages attentive, respectful listening.
5. develops new appreciation for continuing differences.
6. increases intellectual agility.
7. helps students become connected to a topic.
8. shows respect for student voices and experiences
9. helps students learn the processes and habits of democratic discourse.
10. affirms students as co-creators of knowledge.
11. develops the capacity for the clear communication of ideas and meaning.
12. develops habits of collaborative learning.
13. increases breadth and makes students more empathic.
14. helps students develop skills of synthesis and integration.
15. leads to transformation.



WHEEL

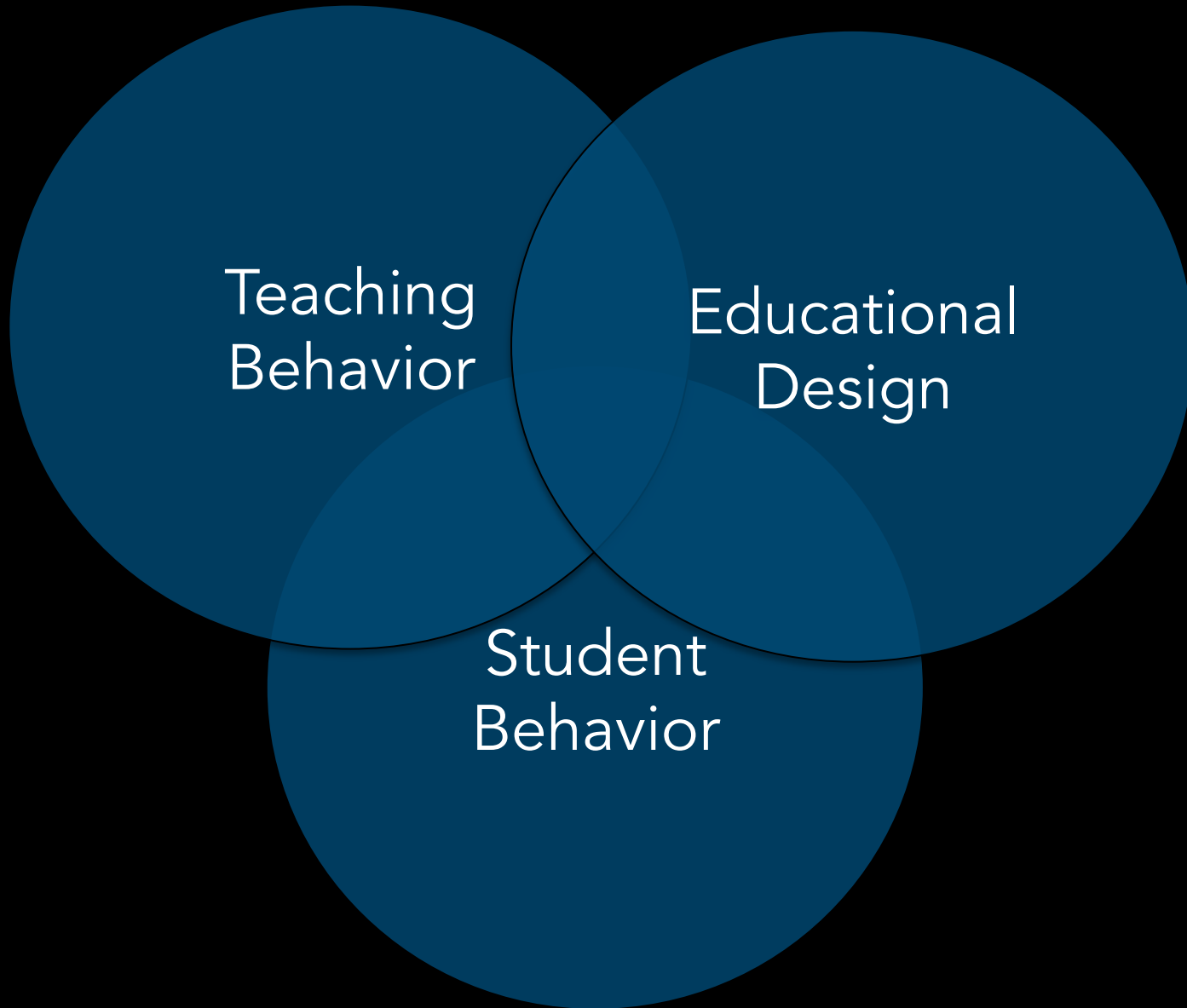


WEB



Use your teaching behavior

- Wheel or web? When?
- Non-verbal behavior
- Paraphrasing is key
- Questions, questions, questions...



Use your educational design

Learning activities are key

e.g.:

- Line
- Fishbowl
- Shoeshuffle
- Debate
- Roles

Fostering discussions

Let's discuss:

- Discussions are not suitable for exact sciences
- Teaching 'millennials' is different than teaching previous generations

Take home messages

Choose your teaching behavior wisely (experiment!)

Paraphrasing is your best tool

Let the design do the work for you!

Thank you!

Questions / comments:

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Offline training & coaching for academic teachers

Coming soon..:

FacultyFruit.com

Online learning platform for academic teachers

Extra!

An overview of questions on various levels on the next sheet...

Source: unfortunately unknown

Knowledge

Comprehension

Application

Analysis

Synthesis

Evaluation

Recall /regurgitate facts without understanding. Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

To show understanding *finding information* from the text. Demonstrating basic understanding of facts and ideas.

To use in a *new situation*. Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

To *examine* in detail. Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

To *change or create* into something new. Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

To *justify*. Presenting and defending opinions by making judgements about information, validity of ideas or quality of work based on a set of criteria.

Key words:

Choose
Copy
Define
Duplicate
Find
How
Identify
Label
List
Listen
Locate
Match
Memorise
Name

Observe
Omit
Quote
Read
Recall
Recite
Recognise
Record
Relate
Remember
Repeat
Reproduce
Retell
Select

Show
Spell
State
Tell
Trace
What
When
Where
Which
Who
Why
Write

Key words:

Ask
Cite
Classify
Compare
Contrast
Demonstrate
Discuss
Estimate
Explain
Express

Extend
Generalise
Give examples
Illustrate
Indicate
Infer
Interpret
Match
Observe

Outline
Predict
Purpose
Relate
Rephrase
Report
Restate
Review
Show
Summarise
Translate

Key words:

Act
Administer
Apply
Associate
Build
Calculate
Categorise
Choose
Classify
Connect
Construct
Correlation
Demonstrate
Develop
Dramatise

Employ
Experiment
with
Group
Identify
Illustrate
Interpret
Interview
Link
Make use of
Manipulate
Model
Organise
Perform
Plan

Practice
Relate
Represent
Select
Show
Simulate
Solve
Summarise
Teach
Transfer
Translate
Use

Key words:

Analyse
Appraise
Arrange
Assumption
Breakdown
Categorise
Cause and effect
Choose
Classify
Differences
Discover
Discriminate
Dissect
Distinction
Distinguish
Divide
Establish

Examine
Find
Focus
Function
Group
Highlight
In-depth
discussion
Inference
Inspect
Investigate
Isolate
List
Motive
Omit
Order
Organise
Point out

Prioritize
Question
Rank
Reason
Relationships
Reorganise
Research
See
Select
Separate
Similar to
Simplify
Survey
Take part in
Test for
Theme
Comparing

Key words:

Adapt
Add to
Build
Change
Choose
Combine
Compile
Compose
Construct
Convert
Create
Delete
Design
Develop
Devise
Discover
Discuss
Elaborate

Estimate
Experiment
Extend
Formulate
Happen
Hypothesise
Imagine
Improve
Innovate
Integrate
Invent
Make up
Maximise
Minimise
Model
Modify
Original
Originate

Plan
Predict
Produce
Propose
Reframe
Revise
Rewrite
Simplify
Solve
Speculate
Substitute
Suppose
Tabulate
Test
Theorise
Think
Transform
Visualise

Key words:

Agree
Appraise
Argue
Assess
Award
Bad
Choose
Compare
Conclude
Consider
Convince
Criteria
Criticise
Debate
Decide
Deduct
Defend
Determine

Disprove
Dispute
Effective
Estimate
Evaluate
Explain
Give reasons
Good
Grade
How do we
know?
Importance
Infer
Influence
Interpret
Judge
Justify
Mark

Measure
Opinion
Perceive
Persuade
Prioritise
Prove
Rate
Recommend
Rule on
Select
Support
Test
Useful
Validate
Value
Why

Actions:

Describing
Finding
Identifying
Listing
Locating
Naming
Recognising
Retrieving

Definition
Fact
Label
List
Quiz
Reproduction
Test
Workbook
Worksheet

Outcomes:

Actions:

Classifying
Comparing
Exemplifying
Explaining
Inferring
Interpreting
Paraphrasing
Summarising

Collection
Examples
Explanation
Label
List
Outline
Quiz
Show and tell
Summary

Outcomes:

Actions:

Carrying out
Executing
Implementing
Using

Demonstration
Diary
Illustrations
Interview
Journal
Performance
Presentation
Sculpture
Simulation

Outcomes:

Actions:

Attributing
Deconstructing
Integrating
Organising
Outlining
Structuring

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Outcomes:

Actions:

Constructing
Designing
Devising
Inventing
Making
Planning
Producing

Advertisement
Film
Media product
New game
Painting
Plan
Project
Song
Story

Outcomes:

Actions:

Attributing
Checking
Deconstructing
Integrating
Organising
Outlining
Structuring

Abstract
Chart
Checklist
Database
Graph
Mobile
Report
Spread sheet
Survey

Outcomes:

Questions:

Can you list three ...?
Can you recall ...?
Can you select ...?
How did _____ happen?
How is ...?
How would you describe ...?
How would you explain ...?
How would you show ...?
What is ...?
When did ...?
When did _____ happen?
Where is ...?
Which one ...?
Who was ...?
Who were the main ...?
Why did ...?

Questions:

Can you explain what is happening ... what is meant ...?
How would you classify the type of ...?
How would you compare ...?contrast ...?
How would you rephrase the meaning ...?
How would you summarise ...?
What can you say about ...?
What facts or ideas show ...?
What is the main idea of ...?
Which is the best answer ...?
Which statements support ...?
Will you state or interpret in your own words ...?

Questions:

How would you use...?
What examples can you find to ...?
How would you solve _____ using what you have learned ...?
How would you organise _____ to show ...?
How would you show your understanding of ...?
What approach would you use to...?
How would you apply what you learned to develop ...?
What other way would you plan to ...?
What would result if ...?
Can you make use of the facts to ...?
What elements would you choose to change ...?
What facts would you select to show ...?
What questions would you ask in an interview with ...?

Questions:

What are the parts or features of ...?
How is _____ related to ...?
Why do you think ...?
What is the theme ...?
What motive is there ...?
Can you list the parts ...?
What inference can you make ...?
What conclusions can you draw ...?
How would you classify ...?
How would you categorise ...?
Can you identify the difference parts ...?
What evidence can you find ...?
What is the relationship between ...?
Can you make a distinction between ...?
What is the function of ...?
What ideas justify ...?

Questions:

What changes would you make to solve...?
How would you improve ...?
What would happen if...?
Can you elaborate on the reason...?
Can you propose an alternative...?
Can you invent...?
How would you adapt _____ to create a different...?
How could you change (modify) the plot (plan)...?
What could be done to minimise (maximise)...?
What way would you design...?
Suppose you could _____ what would you do...?
How would you test...?
Can you formulate a theory for...?
Can you predict the outcome if...?
How would you estimate the results for...?
What facts can you compile...?
Can you construct a model that would change...?
Can you think of an original way for the ...?

Questions:

Do you agree with the actions/outcomes...?
What is your opinion of...?
How would you prove/disprove...?
Can you assess the value/importance of...?
Would it be better if...?
Why did they (the character) choose...?
How would you recommend...?
How would you rate the...?
What would you cite to defend the actions...?
How would you evaluate ...?
How could you determine...?
What choice would you have made...?
What would you select...?
How would you prioritise...?
What judgement would you make about...?
Based on what you know, how would you explain...?
What information would you use to support the view...?
How would you justify...?
What data was used to make the conclusion...?