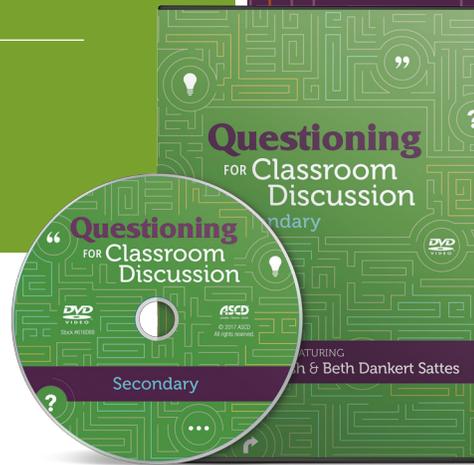


ASCD STUDY GUIDE

Questioning for Classroom Discussion—Secondary

Overview of Questioning for Classroom Discussion—Secondary

Walsh and Sattes offer a number of frameworks to use in developing student capacity for engagement in productive discussions. As you view the opening section of the program, think about how each of the following three frameworks might assist you in planning and facilitating discussions that advance students’ ability to participate in such discussions.



Intentional focus on the development of student **discussion skills** is key to advancing productive classroom discussions. Given your experience with student discussion, what do you believe is the most important outcome of each of the three major skill sets outlined below?

Skill Set	Most Important Outcome
Social Skills <ul style="list-style-type: none"> • Speaking • Listening • Collaborating 	
Cognitive Skills <ul style="list-style-type: none"> • Making connections • Questioning • Creating 	
Use-of-Knowledge Skills <ul style="list-style-type: none"> • Text-based • Prior academic • Experiential 	

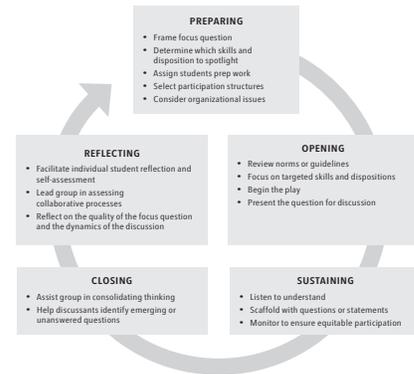
Quality questioning is the foundation of effective discussion. How, specifically, do you believe each of the four core practices associated with quality questioning might contribute to a productive discussion?

Questioning Practice	Contributions to a Productive Discussion
Frame a Quality Question <ul style="list-style-type: none"> • Identify an issue • Craft the question • Anticipate student responses 	
Promote Equitable Participation <ul style="list-style-type: none"> • Set expectations • Use structures that include all 	
Scaffold Student Responses to Deepen Thinking <ul style="list-style-type: none"> • Pose follow-up questions • Afford time for thinking • Facilitate peer assistance 	
Create a Culture for Thoughtful Discussion <ul style="list-style-type: none"> • Expectations related to the purposes of questions • Expectations related to use of think times • Expectations related to participation 	

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Five core components comprise a **cycle of discussion**, an organizer for teacher thinking and planning. What questions, if any, do you have about each of the components listed below?

Core Components of Discussion	Questions About this Component
Preparing	
Opening	
Sustaining	
Closing	
Reflecting	



Quality Questioning Practices

Kim Sidorowicz, a 7th grade teacher, uses all of the identified frameworks in the planning and facilitation of a teacher-guided discussion. As you view her students’ investigation of “progress” and “perspective,” focus particularly on Sidorowicz and her students’ use of quality questioning practices. Jot down evidence, including specific examples, of each.

Quality Questioning Practice	Specific Examples
Frame a Quality Question	
Promote Equitable Participation	
Scaffold Student Responses to Deepen Thinking	
Create a Culture for Thoughtful Discussion	

Discussion Skills

Casey Hester, a U.S. history teacher, employs two small-group structures to scaffold her students' use of identified discussion skills. How do students use each of the three skill sets during their engagement in (1) *Save the Last Word for Me* and (2) *Four Corners*?

	Social	Cognitive	Use of Knowledge
Save the Last Word for Me			
Four Corners			

Why do you think small-group structures are effective in scaffolding these student skills?

Cycle of Discussion

Michelle Russell also incorporates a small-group structure to support her AP statistics students' development as skillful discussants. Additionally, Russell is thoughtful about planning for and facilitating each of the five discussion cycle components. Identify evidence of Russell's attention to each of these five—and the resulting impact on student engagement in discussion.

Component of Discussion	Evidence of Teacher and/or Student Use in Planning and/or Facilitation	Impact on Student Engagement in Discussion
Preparing		
Opening		
Sustaining		
Closing		
Reflecting		

Shifting Roles and Responsibilities—Helping Students Take the Reins

The final two classrooms feature Socratic seminars, student-driven settings in which students become increasingly responsible for using discussion skills. Jordan Marris and her students are participating in their very first seminar, while Pam Pugh, a long-time proponent of this strategy, has been preparing her students for this experience during the first two months of the school year. As you view these two classes, identify the specific moves that each teacher makes to shift responsibility to her students. Additionally, note the roles and responsibilities their students assume to contribute to the effectiveness of their discussion.

	Teacher Moves	Student Roles and Responsibilities
Jordan Marris's Class		
Pam Pugh's Class		

Final Reflection

Consider the three forms of discussion displayed over the course of this program: teacher-guided, structured small group, and student-driven.

- Why do you think each is valuable to student learning?
- What factors would you consider as you decide which form to use?

	What is the value?	What factors would you consider in deciding which to use?
Teacher-Guided		
Structured Small Group		
Student-Driven		

Which of the practices and strategies featured in this program will you consider incorporating as you continue the journey of questioning for discussion? What, specifically, do you hope will result from your intentional use of identified practices/strategies?