

Roles for Student-led Discussion


GRADE

9 - 12

DISCIPLINE

 Social Studies

COURSE

 1-5 times per week—roles can be used in Socratic Seminar or more informal class discussions (i.e. debriefing a DoNOW)

TIME

 50min

SEMINAR: Student-led discussion for the purpose of preparing for a formative/ summative task, like an argumentative essay OR developing metacognitive awareness of the discursive facilitation skills.

ROLES FOR STUDENT-LED DISCUSSION

STUDENTS WILL:

Students will use discussion roles for developing authentic student-led discussions

FACILITATION STEPS:

All students receive the Socratic Seminar Handout when they walk in the door.

Classroom Geography: Ideally students are in two circles of 10-15 students each. However, this aspects is entirely at the discretion of the teacher.

***Extension:** See **Discussion Rubric Mini-Task**, which students can use to set goals and assess their participation in the discussion.





Prep. Time (15 minutes): While students are preparing for discussion OR the day prior, teacher should pass out Discussion Roles to different students, conferencing with each to make sure that they're clear about what their role entails.

***Tip—** be super deliberate whom you are picking for each role (i.e. the Facilitator/ Question Poser should be a student that can multi-task).

Role Identification (2 minutes): Prior to beginning the discussion, all the students with the major roles stand-up, identify themselves, and talk about the role they'll be playing in the discussion.

Launch (1 minutes): Facilitator/ Question Poser (student w/ this role) poses one of the unit essential questions to launch the discussion.

Discussion (25 minutes): discussion should run itself. The teacher should be sitting on the outside taking low inference notes. Teacher should allow for silence. Natural rhythm should begin to occur as students realize that they're responsible for the discussion's quality

<p>CONTEXT/IMPLEMENTATION NOTES:</p>	<p>Teacher Anecdote: "I often felt like I was doing too much of the intellectual "lifting" in discussion. By having students facilitate I'm both empowering them to take ownership over the discussion and creating a scaffold for myself to not do the intellectual heavy lifting for my students. The student-led structure has also helped students develop their own essay topics because it implores them to take control of their own inquiries." –AdC</p> <p>Metacognition: Fogo (2014) identified the key features of Core Practices (Grossman, Hammerness & McDonald, 2009) for teaching history, one of which is facilitating discussion on historical topics. While most of the time this intellectual work is taken on by the teacher, there are key moves that are explicitly taught to novice teachers, meaning there's no reason that students couldn't do these moves as well. Thus, the roles help students think about the meta moves on creating good discussion, not just consuming it.</p> <p>Where to? While discussion is an important civic skill in and of itself (Parker & Hess, 2001), discussion also supports students in preparing to write a formal essay or a less formal piece of writing. Further, it prepares students to take ownership of their learning and the most important cognitive process of the class, discussion. Education cannot be truly liberatory unless students are taking ownership and control of the direction of their education.</p> <p>Works Cited:</p> <p>Fogo, B. (2014). Core practices for teaching history: The results of a Delphi panel survey. <i>Theory & Research in Social Education</i>, 42(2), 151-196.</p> <p>Grossman, P., Hammerness, K., & McDonald, M. (2009). Redefining teaching, re-imagining teacher education. <i>Teachers and Teaching: theory and practice</i>, 15(2), 273-289.</p> <p>Parker, W. C., & Hess, D. (2001). Teaching with and for discussion. <i>Teaching and teacher education</i>, 17(3), 273-289.</p>
<p>STANDARDS:</p>	<p>SL.11-12.1 : Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11—12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.11-12.4 : Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p>SL.11-12.6 : Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>
<p>ADDITIONAL ATTACHMENTS:</p>	<p>Student Resources</p> <ul style="list-style-type: none">  Socratic Seminar Handout .docx  AdC Discussion Roles.docx <p>Student Work Samples</p> <ul style="list-style-type: none">  Student Work Student-led Discussion.pdf <p>Teacher Resources</p> <ul style="list-style-type: none">  Facilitation Moves for Discussion .pdf

by Andrew O. del Calvo

Adapted from "[Roles for Student-led Discussion](#)" by ISA SEAD