

DISCUSSIONS: LEARNING FROM OTHERS' IDEAS

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SESSION OVERVIEW

- **Getting started:** Establishing shared understanding about the work of leading a discussion
- **Teacher tool kit:** Identifying moves that teachers make to orient students to the thinking of others
- **Trying out the work:** Focusing on orienting students to the thinking of others

LEADING A GROUP DISCUSSION

- A period of relatively sustained dialogue among the teacher and multiple members of the class
- In a discussion, participants respond to and use one another's ideas to develop ideas about specific content

(TeachingWorks, 2015)

What is challenging about leading a discussion?

What does a teacher need to do to lead a successful discussion?

What criteria would you use to determine whether a discussion is happening in a classroom?

WHAT IS CHALLENGING ABOUT LEADING DISCUSSIONS

A lot gets said and not all of it is "correct." How do I make sure that students take the "right stuff" away?

What do I do once the "right answer" gets shared

Sometimes problems don't seem discussable

How do I make sure that I'm not reproducing inequities during a discussion?

I am not sure how to help kids listen to each other

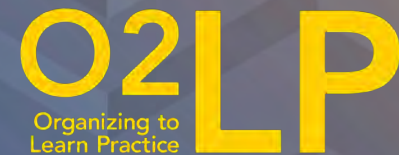
DECOMPOSITION OF LEADING A GROUP DISCUSSION

Discussion Enabling	Discussion Leading		
<ul style="list-style-type: none"> • Selecting a task • Anticipating student thinking • Setting up the task • Monitoring student work 	Framing -Launching	Orchestrating - Eliciting - Probing - Orienting - Making contributions	Framing - Concluding
	Recording and representing content		
Maintaining a focus on the instructional point			
Seeing and disrupting patterns that reproduce inequity			

TEACHER TOOL KIT: ORIENTING STUDENTS TO ONE ANOTHER'S THINKING



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VIDEO #1: KINDERGARTEN

- Beginning of the year in a kindergarten classroom (thirteenth day of school) in Brooklyn, NYC
- Task: Attendance count
- The mathematical point: Count by ones to tell the number of students present

OBSERVATION FOCUS FOR VIDEO #1

- *While watching the video:* Record orienting moves you see the teacher make
- *After watching the video:* Record potential purposes for those moves

Orienting move (quote)	Purpose(s)

- ***Orienting to the thinking of others:*** How does the teacher ask students to consider, understand, and interpret the thinking of other students?

HOW DOES THE TEACHER ASK STUDENTS TO CONSIDER, UNDERSTAND, AND INTERPRET THE THINKING OF OTHER STUDENTS?



KEY ORIENTING MOVES

Purpose

- Collectively understanding an idea
- Collectively building or interpreting an idea
- Confirming or rejecting interpretations made by others
- Comparing one student's idea to another
- Taking a stance on another student's way of thinking

Example

- Does anyone have a question about that idea?
- What do you think they mean by that?
- Did they miss any important ideas from your thinking?
- Is that the same way ___ was thinking, or is it different?
- Will their method always work?

OBSERVATION FOCUS FOR VIDEO #1

Revisit the orienting moves you recorded and note the orienting moves that fit into each category

Key Orienting Practices	Observed Teacher Move
<ul style="list-style-type: none"> <input type="checkbox"/> Clearly communicating ideas <input type="checkbox"/> Understanding the ideas of others <input type="checkbox"/> Involves more than one student in building the idea <input type="checkbox"/> Invites comparisons between student thinking <input type="checkbox"/> Supports students in analyzing and questioning others' ideas <input type="checkbox"/> Supports students in building on and trying out others' ideas 	



VIDEO #2: GRADE 5

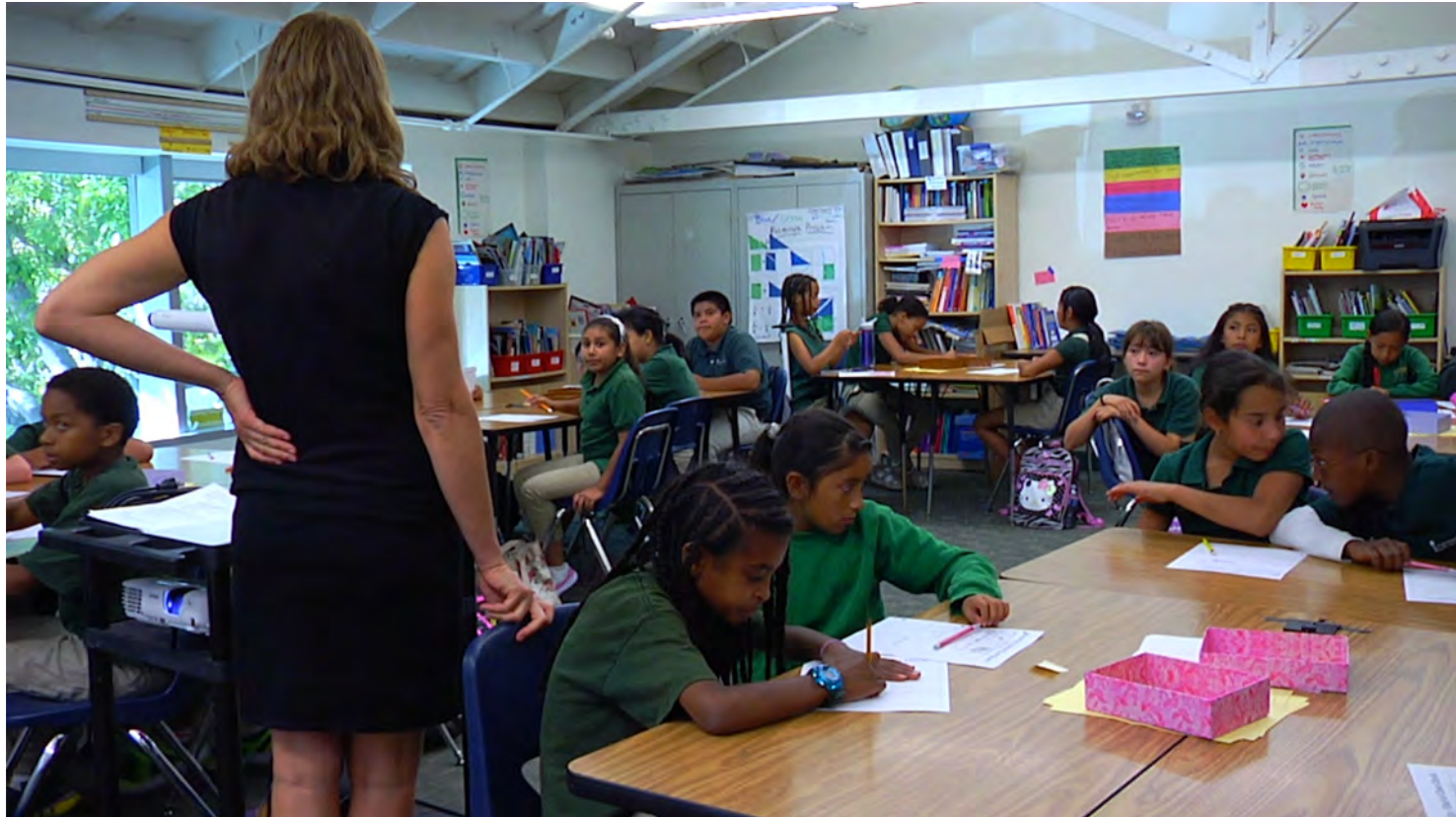
- A fifth grade classroom in Oakland, CA and most students are multilingual
- This is their first opportunity (in this class) to work on comparing decimals
- Task: Which is larger? 0.9 or 0.13? Explain your reasoning. Use diagrams if it helps you.
- The mathematical point: Use place value to compare and explain which decimal is larger

OBSERVATION FOCUS FOR VIDEO #2

Record orienting moves you see the teacher make

Key Orienting Practices	Observed Teacher Move
<ul style="list-style-type: none"><input type="checkbox"/> Clearly communicating ideas<input type="checkbox"/> Understanding the ideas of others<input type="checkbox"/> Involves more than one student in building the idea<input type="checkbox"/> Invites comparisons between student thinking<input type="checkbox"/> Supports students in analyzing and questioning others' ideas<input type="checkbox"/> Supports students in building on and trying out others' ideas	

HOW DOES THE TEACHER ASK STUDENTS TO CONSIDER, UNDERSTAND, AND INTERPRET THE THINKING OF OTHER STUDENTS?



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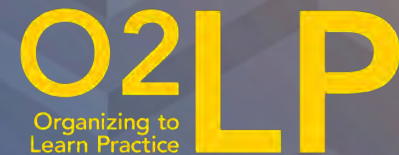
DISCUSSION QUESTIONS

- What moves were similar across the two classroom contexts?
- What moves were different?

WORKING ON OUR OWN TEACHING PRACTICE: REHEARSING THE WORK OF ORIENTING



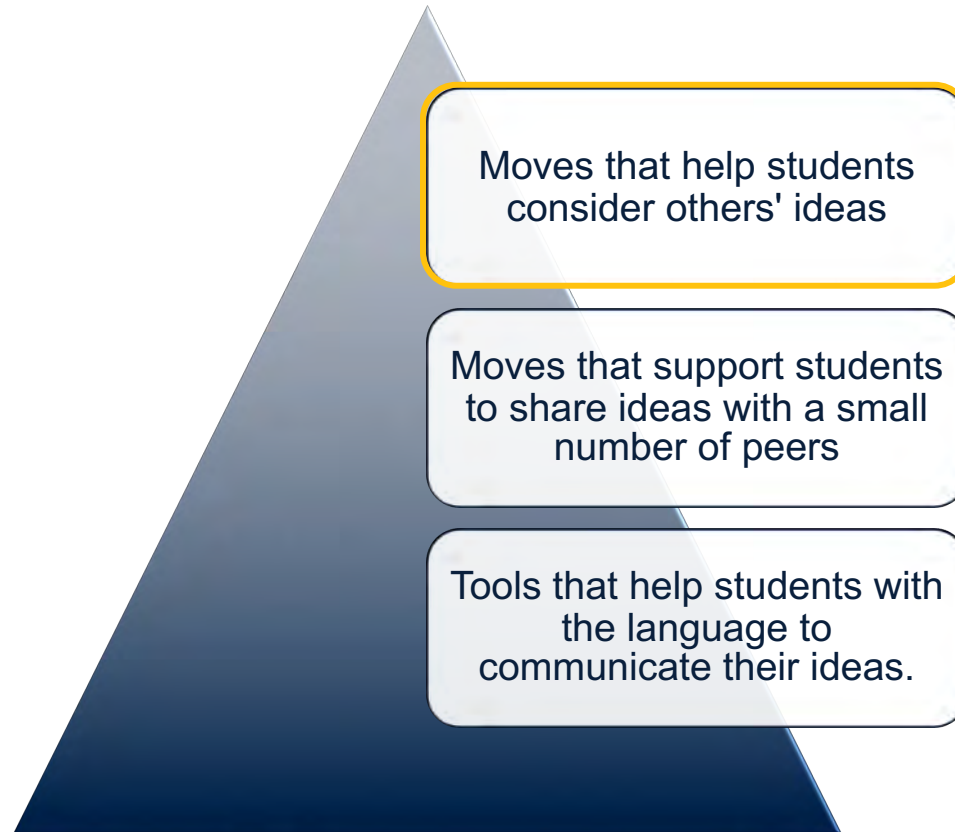
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STRATEGIES FOR SUPPORTING STUDENT TALK



PLANNING FOR THE WORK OF ORIENTING

Each table has a set of four pieces of student work produced in response to the problem 152 – 96. Examine each piece of student work and consider with your table partners:

- What connections do you see between the student strategies? What connections would you want students to see?
- What core understandings do you see inside of each piece of work? How might students build on those core ideas?
- What areas do you see for critique? What might you want students to notice, critique, and adjust?

PLANNING FOR THE WORK OF ORIENTING

With your table partners use the planning guide to help make a plan for how you might lead a discussion that helps students to use each others' ideas considering:

- How will you record strategies on the board to help highlight key ideas?
- What questions will you ask to help students make connections between the strategies?
- What questions might you ask to support students to build on the core ideas in each strategy?
- How will you support students to critique one another's ideas?

TRY IT OUT!

- Choose one person at your table to take on the role of the teacher. The rest of the table will act as students in the mini discussion.
- The teacher will lead a discussion of the task 152 – 96.
- If there is time, switch roles and let another person lead the discussion

DEBRIEFING

- What moves did your colleagues make that seemed to work well in getting students to consider each others' ideas?
- What would you like to try in your own classroom?
- How might you use this set of planning questions in supporting your own discussion leading practice?

CONCLUSION



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(TeachingWorks, 2015)

- Orienting students to the thinking of others is crucial for supporting a discussion
- New learning is required for both teachers and students and this takes time