1. What are the different ways that students learn in class? Is student discourse an important part of the classroom learning process? Why or why not?

2. How would you define or describe the characteristics of a good class discussion? Is it just about getting students to talk?

3. What can professors do to initiate the sharing of student ideas?

4. What are some important statements or questions from a recent topic you’ve taught that you would like your students to grapple with? For example, addressing the statement, “Proactive classroom management techniques are more effective than reactive classroom management techniques” requires more abstract reasoning skills than defining proactive and reactive classroom management techniques.

Ideally, for students to effectively address this statement or question they would need to provide evidence and examples to support their position rather than just stating factual knowledge or definitions.
Discussion Cards

1. I will introduce a summarizing statement or question for the class. Every student at the table has to play at least one card for each question or statement.
2. You may play the “I don’t understand. Could you explain what _____ means?” card as often as you wish.
3. You may only play the abstain card, “I don’t have an opinion on this” once per class.

<table>
<thead>
<tr>
<th>Abstain</th>
<th>Agreement</th>
<th>Disagreement</th>
<th>Paraphrase</th>
<th>I Don’t Understand</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;I don’t have an opinion on this.”</td>
<td>&quot;Good point. Here’s another idea that supports what you’re talking about...&quot;</td>
<td>&quot;I respectfully disagree. I think...&quot;</td>
<td>&quot;I heard you say __________. Are you trying to say that you think...?&quot;</td>
<td>&quot;What does it mean when you say...&quot;</td>
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