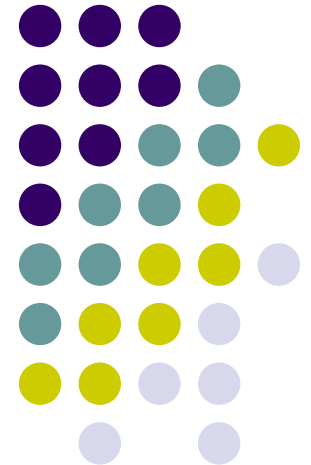


GUIDE ON THE SIDE, NOT SAGE ON THE STAGE

EFFECTIVE TEACHER SERIES:
FACILITATING DISCUSSION
GERALD CASENAVE, PhD
MARCH 8, 2007



LET'S TALK ABOUT IT

- SO, WHAT DO YOU THINK?





OUTLINE OF TOPICS

- TEACHING STYLES
- ROLE OF THE TEACHER
- GETTING READY
- TECHNIQUES
- PITFALLS AND HAZARDS
- METAPHORS AND FIELD SHIFTS
- KOANS, APORIAS AND KNOTS



TEACHING STYLES

- **DIDACTIC/LECTURING**
 - Focus on content
 - Style well-suited for transfer of information
- **SOCRATIC/DISCUSSION**
 - Focus on process; dialogue
 - Style well-suited for accessing assumptions, presuppositions, background givens, context, also for evaluating methodology
- **HANDS ON**
 - Skill acquisition

ROLE OF THE TEACHER

SOCRATIC MODEL: MIDWIFE



- EDUCATION: TO DRAW OUT
- OPEN-ENDED QUESTIONS
- CLARIFICATION OF KEY TERMS
- PROBE FOR ASSUMPTIONS
- MODEL ACTIVE LISTENING
- FACILITATE DISAGREEMENT
- PROTECT ALL DISCUSSANTS

ACTIVE LISTENING



- ASK QUESTION
- LISTEN TO RESPONSE(S)
- RESTATE WHAT HAS BEEN HEARD
- CAVEAT: Listening to someone, hearing them out, does not indicate agreement

GETTING READY PRESESSION PREPARATION



- KNOW THE MATERIAL
- IDENTIFY THE ISSUES
- IDENTIFY OBJECTIVES AND GOALS
- THINK THROUGH THE ISSUES; UNCOVER UNDERLYING COMMITMENTS
- IDENTIFY KEY TERMS
- ANTICIPATE BLOCKS
- PREPARE QUESTIONS
- DEVELOP VARIATIONS



TECHNIQUES

- EDUCATE PARTICIPANTS ABOUT DISCUSSION
- VERIFY LEVEL OF KNOWLEDGE
- REVIEW OBJECTIVES AND GOALS
- INITIATE DISCUSSION WITH QUESTIONS
- HELP PARTICIPANTS EXPRESS THEIR POSITIONS
- PUSH FOR CLARIFICATION
- ENCOURAGE RESPONSES/REJOINDERS

TECHNIQUES - continued



- CLARIFY TERMS WHEN NECESSARY
- ATTEND TO THE LEVEL OF DISCUSSION
- CONSIDER USING SCRIPTS AND ROLE PLAYS

PITFALLS AND HAZARDS



- AVOID LEADING QUESTIONS
- BE ALERT TO PREMATURE CLOSURE
- IDENTIFY AGGRESSIVE AND PASSIVE PARTICIPANTS
- IDENTIFY COMMITMENTS
- BE ALERT TO GOOD ARGUMENTS, BAD ARGUMENTS, AND NON-ARGUMENTS

METAPHORS AND FIELD SHIFTS



- DISCUSSION PRESENTS AN OPPORTUNITY TO LOOK AT THINGS FROM A DIFFERENT PERSPECTIVE
- ONE WAY MAJOR INNOVATION IN SCIENCE COMES IS THROUGH FIELD SHIFTS
- CLASSIFICATION REFLECTS PREVIOUS DECISIONS ABOUT SIMILARITY

KNOTS, APORIAS AND KOANS



- DEAD ENDS AND STUCKNESS MAY INDICATE PROBLEMS IN QUESTION FORMULATION OR METHODOLOGY
- BRAIN STORMING AND THINKING OUTSIDE THE BOX MAY BE REQUIRED
- THE SOLUTION MAY COME THROUGH IDENTIFYING A DIFFERENT QUESTION