

# RANDALL LIBRARY

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# PAIDEIA TEACHING AND LEARNING

INTEGRATING GOALS, METHODS AND OUTCOMES

WHEN THE GOAL IS  
FACTS

THE METHOD IS  
DIDACTIC

THE OUTCOME IS  
RECALL

WHEN THE GOAL IS  
SKILLS

THE METHOD IS  
COACHING

THE OUTCOME IS  
PERFORMANCE

WHEN THE GOAL IS  
IDEAS

THE METHOD IS  
SOCRATIC  
TEACHING

THE OUTCOME IS  
UNDERSTANDING

**ALL CHILDREN CAN LEARN!**



# PAIDEIA SEMINAR RULES

We are courteous.

We focus on the common text.

We listen to one another.

We share our point of view.

We refer to the text.

We speak when no one else is speaking.

We avoid sarcasm or "put downs."

We learn together.



# CONSIDERATIONS

A DISCUSSION GUIDING IMPLEMENTATION

## FACILITATING A SEMINAR

A seminar leader facilitates a discussion to expand understanding of ideas, issues, or values within a reading; to increase students' knowledge, skills, and abilities; and to manage a seminar process that encourages the participation of all students.

### EXPANDING UNDERSTANDING

Leaders encourage students to:

- talk to one another, not just to the teacher
- think more critically and clearly
- speak more articulately
- listen better
- read better
- take responsibility their own **learning**

At the **start** of a seminar, a leader might ask students to speak in a round robin about the **story** or facts. This technique is helpful because it:

- helps most students to participate early in the seminar and in a way that is non-threatening. Important rules are: each student picks up the story or facts when the preceding person stops speaking or pauses and a student may past **his/her** turn.
- helps the leader **identify** and correct any **misinformation** and **identify** students who have not read the assignment (the above process helps these students participate and encourages, in a **non-direct way**, the completion of future assignments .

### INCREASING KNOWLEDGE, SKILLS, AND ABILITIES

With experience, leaders **and** students accomplish **this** with a minimum of participation. The **number** of questions asked by a leader are greatly reduced, often, **with** one or two questions and no more than five being **sufficient** to stimulate a good discussion.

A discussion is **often moved** along **with** minimal help **from** the leader in **identifying** or examining central points in the selection; **examining** student logic; and framing conflicts or comparisons to illustrate key **points**.

### IDENTIFYING CENTRAL POINTS:

- Who are the main characters? Support your answer.
- What is meant by ?
- Where in the text does it say \_\_\_\_\_ ?



# CONSIDERATIONS

A DISCUSSION GUIDING IMPLEMENTATION

## PREPARING FOR SEMINARS

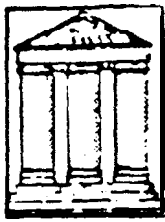
Seminar preparation requires reading and analyzing the selection: which will be briefly discussed here. It also requires developing seminar questions which is discussed in a separate Consideration.

### READING THE SELECTION

- Read at least twice, marking portions of the text that raise questions or seem important to you.
- Identify any specific features or style used by the author which can be used in the seminar discussion.
- Inform students about seminar preparation: both leaders and participants need to prepare seminar by reading the selection ahead of time.

### ANALYZING THE READING

- Analyze for a general outline of the work and major points. This can be a helpful tool when you might choose to begin a seminar by going around the table asking participants to relate the content of the text.
- Identify major points, words, or phrases which can be used in writing questions.



# CONSIDERATIONS

A DISCUSSION GUIDING IMPLEMENTATION

## DEVELOPING SEMINAR QUESTIONS

**SAMPLE QUESTIONS.** Write several sample questions for each reading. Questions should explore ideas, values, and issues **within** the reading - not facts. The **skill** needed to **write** good seminar questions is developed from practice and experience.

**REVIEW QUESTIONS.** Ask yourself what some likely responses might be and whether **they** will move the seminar in the direction of understanding the ideas in the text. Limit the number of questions used in a seminar since **your** goal is to have the students take ownership for the seminar discussion.

**DISCUSSION.** Discuss the reading **with** a co-leader, **if you** have one, or someone else. **This** gives you an opportunity **to try** out some questions and see where **they** lead the discussion.

**OPENING QUESTION.** Select an opening question **which will** take participants **to** the text and lead **toward** understanding the ideas in a **selection**. 'This lead-off question needs to be real, have more than one answer and capture the **interest** and **participation** of the students. The questions should not be narrow or answerable by yes or no, or lead students to **think** one particular answer.

**THEME INTRODUCTION.** Use opening questions **to** introduce a theme, idea or topic or to assess student understanding. For example: "**What happened?**" or **Did you like it and why?**"

**FOLLOW UP QUESTIONS.** Be prepared **with** follow up questions that can open up a discussion if **it** becomes side-tracked or **dead-ended**.

Opening Q's  
General, NOT SPECIFIC  
TO ARTICLE

Core Q's  
SPECIFIC TO EVIDENCE  
IN ARTICLE

Close up Q's  
w/ PREDICTIONS