

TEACHER DISCUSSION FACILITATION INSTRUMENT

The following statements are a version of Finn and Schrod's instrument which can be used to solicit student feedback. You can format it as a simple checklist or with a Likert-type scale of 3, 5 or 7 points. Be sure to use an odd number so the scale has a mid-point, and do not use more than 7 points. Here's one possible scale:

strongly disagree disagree neutral agree strongly agree

Suggestion for usage of instrument:

Part 1: Select a few statements that relate well to one of your discussion contexts and create a survey.

Ask students to complete this survey after a discussion, gather the results and use the results in subsequent conferences, discussions, etc. You may want to share the results with the participants (welcome their feedback on what is working and what is not working demonstrates your approach to learning) and ask for their help in addressing how they as learners can contribute to making the discussions more effective. Rationale: you are continuing to explore your role and find new tools, ideas as a professional and a lifelong learner. Getting constructive feedback from students can be very enriching and benefits them as learners.

Part 2: Discussing the results

Gather results & post 2 flipcharts with questions as noted in the table below. Take each question individually & discuss why it got specific rating. Then ask group to identify what could be done that would improve the rating in future. **Post the new improvements:** Responses to 2nd question will be actions, ideas or perhaps new group norms or ground rules. Gather & post.

Why did this item get this rating?	What would improve how the group rated it?
A) 65% disagreed: my teacher stimulates debates	A) _____
B) _____	B) _____
C) _____	C) _____

Part 3: Post the new improvements

Responses to "What would improve how the group rated it?" will be actions, ideas or perhaps new group norms or ground rules. Gather & post.

STATEMENTS

My teacher organizes class discussions to ensure a structured presentation of material.

My teacher stimulates debates during class discussions.

My teacher asks open-ended questions during class discussions.

My teacher is patient during class discussions.

My teacher corrects wrong answers during class discussions.

My teacher makes controversial or debatable statements during class discussions.



My teacher redirects class discussions if they are getting too far off point.

My teacher waits for students to answer questions instead of immediately sharing his/her opinion or providing the correct answer.

My teacher asks leading questions during class discussions.

My teacher communicates appreciation for student contributions during class discussions.

My teacher organizes class discussions so that there is a clear direction.

My teacher plays devil's advocate during class discussions.

My teacher values what students say during class discussions.

My teacher asks probing questions during class discussions.

My teacher asks the class whether we agree or not with other students' interpretations during class discussions.

My teacher uses constructive criticism during class discussions.

My teacher directs topics and conversations to make sure the course material is covered during class discussions.

My teacher helps us understand incorrect answers provided during class discussions.

My teacher helps keep class discussions on track.

My teacher asks students thought-provoking questions during class.

My teacher creates a relaxed atmosphere for class discussions.

My teacher encourages participation during class discussions.

My teacher treats students with respect during class discussions.

My teacher encourages students to challenge other students' points of view during class discussions.

My teacher summarizes and draws conclusions during class discussions.

Reference: Finn, A. N. and Schrod, P., (2016). Teacher discussion facilitation: A new measure and its associations with students' perceived understanding, interest and engagement. *Communication Education*, 65 (4), 445-462.



Leading Effective Conferences/Discussions
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