Dipping Into the *Weekly Reader* Mailbag: You Have Questions? We Have Answers!

It has been a long time since we dipped into the *Weekly Reader* mailbag— in fact, we have never dipped into the *Weekly Reader* mailbag. All the more reason to do so now. So let’s see what the first letter brings.

Dear *Weekly Reader* Mailbag:
I am having trouble with discussion in one of the sections of my class. I teach three sections of the same course. In two sessions, class discussion is no problem at all. But in the third section, I can’t get them to talk. The same questions that spark great discussion in the other sections yield nothing in this one. Do you have any advice?
Signed, Puzzled in Kinard

Dear Puzzled:
I have had that problem many times. There’s something mysterious about class chemistry: from day one, some classes just seem to clam up. Trying to get them to talk is like conducting painful dental surgery. I have tried a number of strategies to deal with the problem. One that has worked well for me is using writing rather than talking to get discussion going.

Instead of asking a question and waiting for someone to respond, ask the question and tell them to write down a two- or three-sentence answer. Then ask for students to read theirs. I have found that can often break the ice and get discussion going. Sometimes this writing strategy solves the problem of the silent class for good; once they begin talking, it’s like a dam breaking. Sometimes it takes longer. Some classes continue to clam up. But writing first will get at least some response from the stubborn section.

Dear *Weekly Reader* Mailbag:
I use class discussion as one of my main teaching methods, and I have had good success as a leader of discussion. But I have one student in my HMXP class that I can’t get to shut up. As soon as I ask a question, she raises her hand and speaks. Her contributions are usually pretty good, but she seems to shut down discussion by the rest of the class. I even see some students rolling their eyes when she starts to speak. What can I do?
Signed, Perturbed With Chatty Cathy

Dear Perturbed:
Yes, I have encountered Chatty Cathy before—as well as Loquacious Larry. You may eventually have to talk to your student outside class. If you do, I suggest couching your talk in positive terms. I have told such students something like this: “I really do appreciate your contributions to class discussion. I am happy you are so engaged with the material. But I need to get other people talking too, so I want to ask you if you could wait when I ask a question to get other people to talk. I will call on you afterward, but I’d like to get others involved first. Would that be okay?”

The problem with such a
“Dear Weekly Reader
Mailbag:
I use discussion as one of my main teaching tactics, and it works well. But we do it every day, and I can tell the students are getting a bit tired of it. To tell you the truth, so am I! I’d like to find a way to vary things a bit. I don’t want to lose discussion altogether, because I find it is the best tool for students to think and learn deeply. But I sure would like some variety. Can you help? Signed, Bored in Bancroft”

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Dear Bored:
Variety is indeed the spice of life, especially in the classroom. Even the best teaching strategies can lose their bloom if used all the time. Here is what I suggest: a written discussion. I call this “write around.” If you have a small class, up to about a dozen, you can form one circle (and you should sit in the circle with the students); if the class is larger, make several circles of ten or so (and you should move from group to group, joining their circles in turn). Everybody needs loose sheets of paper to write on, name at the top of the paper. Ask a question and have them all write for a few minutes. (You should write too.) Then say “pass.” Students (and you) pass the papers to the left. Read what is written, then write a response. After a couple of minutes, pass again and respond. Then pose a new question, with several response times, and so on. By the time the pages get back to the original writer, there will be a very full and interesting discussion. And other than you, nobody has said a word. If there is time left in the class, you can have a traditional discussion of some of the best questions. Signed, The Weekly Reader Mailbag

What a coincidence that every single question to the Weekly Reader Mailbag concerned the same topic! Wise readers no doubt smell a rat. I will let you discuss that among yourselves…

First Annual Winthrop Conference on Teaching and Learning
Register now for our inaugural conference, Friday, February 21, 2014, 2:00 pm-6:00 pm. We have fifteen sessions, a keynote speaker (Dr. Gloria Jones), and a closing wine and cheese reception. Weekly Reader readers can take advantage of free registration! (Although non-readers can too…)
http://www2.winthrop.edu/ltc/default.asp
XXITE 2.0 ------ The Virtual Gathering Place for WU (The Reboot!)

Jo Koster and I invite you to join XXITE (Twenty-first Century Teaching Excellence)—or if you have already joined, to check it out again as it grows and develops. Maybe you have not been there in a long time—if not, you will see many changes in look and content. For example, XXITE now has groups dedicated to HMXP and CRTW, with those of us who teach those courses sharing ideas and materials. Talk to Jo about setting up your own interest group. Jo is particularly interested in recruiting a few people to blog regularly about their teaching.

Jo set up this interactive site to give Winthrop faculty a virtual gathering space to share ideas about teaching and technology. You’ll find blogs and discussion forums on various topics—and we urge you to add your own ideas. Visit again at http://wuxxite.ning.com/ or email Jo Koster for an invitation to join: kosterj@winthrop.edu

The TLC website also has links to navigate your way there or to join: http://www2.winthrop.edu/tlc/

A New Service From the TLC: Teaching Consultation

The Teaching and Learning Center is offering a new service: teaching consultation. At the instructor’s request, I (or another agreed-upon person) will visit your class to observe and consult with you afterwards about your successes and challenges. This consultation has nothing to do with the tenure and promotion process, and no reports will be made to department chairs or deans (unless you so request). The invitation to the consultant can only come from the instructor, not from a dean or chair or any other person. All conversations will be private and confidential. If you don't want me to visit your class and observe your teaching, we could just meet and talk about your teaching. If I am not available to visit your class because of my schedule, I will find a qualified person to do the consulting. So please let me know if you would like to invite me into your class or for a consultation. Call or email me at (803) 323-3679 or birdj@winthrop.edu.

Go2Knowledge—Learning On Demand!

Go2Knowledge is a website that offers a variety of video presentations on faculty and staff professional development. You will find presentations by nationally-known experts in seven categories: At-Risk Populations, Campus Safety, Organizational Development, Student Success, Teaching and Learning, Technology, and Open Educational Resources. Within each category, you will find a number of excellent and informative videos. The Office of Academic Affairs has provided us a one-year subscription to this service.

People often tell the TLC that they would like to go to sessions, but they don’t have the time or they can’t at the times sessions are offered. With Go2Knowledge, you can attend sessions on demand, anywhere, 24/7. The TLC will also have frequent Go2Knowledge Groups, where we meet to discuss a presentation. Log in here: http://www.go2knowledge.org/winthrop See you there!

Thought for The Week

“Wisdom doesn't automatically come with old age. Nothing does -- except wrinkles. It's true, some wines improve with age. But only if the grapes were good in the first place.” --Abigail Van Buren