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Round Table Discussion- Give the
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Harkness Discussion Guidelines 1.
Only those who have prepared
(e.g have done the background
reading) may participate 2. Do

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not raise hands during the discussion 3. Take turns—allow everyone to have an opportunity to speak 4. Direct comments and questions to other students, and not to the teacher ...

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participate. 2. Do not raise hands during the discussion. 3. Take turns—allow everyone to have an opportunity to speak. Classical Teaching: Harkness

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The Harkness Discussion & “Round Table” Guidelines The Harkness Discussion is a method of conducting and evaluating group discussion. The teacher acts as little as possible, serving mostly as an observer. The students participate in the

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discussion as a team: this is not a competition.

~~The Harkness Discussion &
"Round Table" Guidelines~~

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Table” Guidelines The Harkness Discussion is a method of conducting and evaluating group discussion. The teacher acts as little as possible, serving mostly as an observer.

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will present more chances and further for later life. This is not unaided more or less the perfections that we will offer. This is as well as about what things that you can business next to make

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A Harkness discussion is basically a roundtable discussion in which everyone has an equal voice. While the teacher works hard to create circumstances in which every student feels comfortable

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speaking, the teacher rarely jumps in with explanations or to fill an awkward silence.

~~Harkness Discussions in 3 Simple Steps Spark Creativity~~

A Fishbowl Harkness Discussion is great for a large class because all

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students are either actively engaging in the discussion or observing the participants. Please note: Observation is not a cop-out. First and foremost, because observing practices meta-cognitive thinking, the questions they're thinking about are

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substantial and evaluative.

~~7. The Harkness Discussion:
Where Everyone Has a Voice at ...~~
Should this teaching style appeal
to you, consider the following:
Don't introduce it alone, if
possible. Try to get colleagues to

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offer this challenging approach with you. It legitimizes... Post essential questions ahead of time, and work to get students thinking about discussion before it happens. ...

~~NAIS - Introducing and Using the~~

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~~Discussion (AKA Harkness ...~~

Lay out a few key guidelines for discussion: Provide students with a handout of important discussion tips such as “engage with peers rather than addressing everything to the instructor.” Create a discussion schedule: Design

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discussions around a few central ideas or questions so students have time to form their thoughts and prepare for class. This schedule should not be too granular so as to avoid limiting a student's thoughts on a given topic.

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~~Less Tech, More Talk: Moving To
A Discussion Based Classroom~~
Harkness method is in use at many American boarding schools and colleges and encourages classes to be held in a discursive manner. The style is related to

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the Socratic method. Developed at Phillips Exeter Academy, the method's name comes from the oil magnate and philanthropist Edward Harkness, who presented the school with a monetary gift in 1930. It has been adopted in numerous schools, where small

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class-size makes it effective, but it remains impractical for larger classes.

~~Harkness table - Wikipedia~~
Developed at the Phillips Exeter Academy, the Harkness Method asks the teacher to guide student

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talk with the goal of helping learners ask really good questions and making sure every voice is heard. Unlike the Socratic seminar, the conversation is shaped by several questions rather than one essential question.

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Harkness, seminar-style
discussion is an excellent means

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of improving student
engagement, checking for
understanding, and boosting
long-

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Harkness is a teaching strategy

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that can be implemented effectively into practice when you become a coacher (stage 3) and/or a refiner (stage 4) of your pupils' understanding. It is not always effective earlier as modules and topics may require a basic understanding of core

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material which you might have to explicitly teach them.

~~How to Harkness: Strategies and Advice. | PerspectED by ...~~

Remember, your discussion questions are due by 5:00 PM the day BEFORE your class' Harkness

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discussion for each set of readings. Additionally, you should check your email for the shared Google doc- I'll be sending those out tonight. Let me know if you have questions or concerns, and I'll see you during our next class meeting!

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~~Harkness Discussions:
Explanations, Rubrics, and
Question ...~~

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good book with a cup of tea in the

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reading) may participate 2. Do
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discussion 3. Take turns—allow everyone to have an opportunity to speak 4. Direct comments and questions to other students, and not to the teacher ... Classical Teaching: Harkness Discussion Guidelines

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The best classes have a life of their own, powered by student-led conversations that explore texts, ideas, and essential questions. In these classes, the teacher's role shifts from star

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player to observer and coach as the students Think critically, Work collaboratively, Participate fully, Behave ethically, Ask and answer high-level questions, Support their ideas with evidence, and Evaluate and assess their own work. The Spider Web Discussion

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is a simple technique that puts this kind of class within every teacher's reach. The name comes from the weblike diagram the observer makes to record interactions as students actively participate in the discussion, lead and support one another's

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learning, and build community. It's proven to work across all subject areas and with all ages, and you only need a little know-how, a rubric, and paper and pencil to get started. As students practice Spider Web Discussion, they become stronger

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communicators, more empathetic teammates, better problem solvers, and more independent learners—college and career ready skills that serve them well in the classroom and beyond. Educator Alexis Wiggins provides a step-by-step guide for the

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implementation of Spider Web Discussion, covering everything from introducing the technique to creating rubrics for discussion self-assessment to the nuts-and-bolts of charting the conversations and using the data collected for formative assessment. She also

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shares troubleshooting tips, ideas for assessment and group grading, and the experiences of real teachers and students who use the technique to develop and share content knowledge in a way that's both revolutionary and truly inspiring.

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This book will challenge you to think deeply about what you can do integrate oracy into your practice. Rich with ideas, advice and strategies, Transform Teaching and Learning through Talk: The Oracy Imperative will

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quickly become your go-to-guide
to get talking in class!

This unique book presents
original research from the largest
cross-national survey of the
epidemiology of mental disorders
ever conducted. It provides the

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latest findings from the WHO World Mental Health Surveys based on interviews of nearly 150,000 individuals in twenty-six countries on six continents. The book is ordered by specific disorder, with individual chapters dedicated to presenting detailed

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findings on the prevalence, onset timing, sociodemographic profile, comorbidity, associated impairment and treatment for eighteen mental disorders. There is also discussion of important cross-national consistencies in the epidemiology of mental

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disorders and highlighting of intriguing patterns of cross-national variation. This is one of the most comprehensive summaries of the epidemiology of mental disorders ever published, making this an invaluable resource for researchers,

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clinicians, students and policy-makers in the fields of mental and public health.

A Reason to Read is the culminating work of the ArtsLiteracy Project, an ambitious and wide-ranging collaborative

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that aims to promote literacy through rich and sustained instruction in the arts. At the heart of the book is the “Performance Cycle,” a flexible framework for curriculum and lesson planning that can be adapted to all content areas and

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age groups. Each of the book's main chapters delineates and explores a particular component of the cycle. A practical, readable, and inspiring book, *A Reason to Read* will be of immeasurable help to school teachers, education leaders, and all who

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have a stake in promoting literacy and the arts in today's schools.

#1 NEW YORK TIMES BESTSELLER

- More than one million copies sold! A “brilliant” (Lupita Nyong’o, Time), “poignant” (Entertainment Weekly), “soul-nourishing” (USA

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Today) memoir about coming of age during the twilight of apartheid “Noah’s childhood stories are told with all the hilarity and intellect that characterizes his comedy, while illuminating a dark and brutal period in South Africa’s history that must never

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be forgotten.”—Esquire Winner of the Thurber Prize for American Humor and an NAACP Image Award • Named one of the best books of the year by The New York Time, USA Today, San Francisco Chronicle, NPR, Esquire, Newsday, and Booklist Trevor

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Noah's unlikely path from apartheid South Africa to the desk of The Daily Show began with a criminal act: his birth. Trevor was born to a white Swiss father and a black Xhosa mother at a time when such a union was punishable by five years in prison.

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Living proof of his parents' indiscretion, Trevor was kept mostly indoors for the earliest years of his life, bound by the extreme and often absurd measures his mother took to hide him from a government that could, at any moment, steal him

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away. Finally liberated by the end of South Africa's tyrannical white rule, Trevor and his mother set forth on a grand adventure, living openly and freely and embracing the opportunities won by a centuries-long struggle. Born a Crime is the story of a

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mischievous young boy who grows into a restless young man as he struggles to find himself in a world where he was never supposed to exist. It is also the story of that young man's relationship with his fearless, rebellious, and fervently religious

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mother—his teammate, a woman determined to save her son from the cycle of poverty, violence, and abuse that would ultimately threaten her own life. The stories collected here are by turns hilarious, dramatic, and deeply affecting. Whether subsisting on

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caterpillars for dinner during hard times, being thrown from a moving car during an attempted kidnapping, or just trying to survive the life-and-death pitfalls of dating in high school, Trevor illuminates his curious world with an incisive wit and unflinching

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honesty. His stories weave together to form a moving and searingly funny portrait of a boy making his way through a damaged world in a dangerous time, armed only with a keen sense of humor and a mother's unconventional, unconditional

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love.

Teaching Gradually is a guide for anyone new to teaching and learning in higher education. Written for graduate student instructors, by graduate students with substantive teaching

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experience, this resource is among the first of its kind to speak to graduate students as comrades-in-arms with voices from alongside them in the trenches, rather than from far behind the lines. Each author featured in this book was a

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graduate student at the time they wrote their contribution.

Consequently, the following chapters give scope to a newer, diverse generation of educators who are closer in experience and professional age to the book's intended audience. The tools,

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methods, and ideas discussed here are ones that the authors have found most useful in teaching today's students. Each chapter offers a variety of strategies for successful classroom practices that are often not explicitly covered in graduate

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training. Overall, this book consists of 42 chapters written by 51 authors who speak from a vast array of backgrounds and viewpoints, and who represent a broad spectrum of experience spanning small, large, public, and private institutions of higher

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education. Each chapter offers targeted advice that speaks to the learning curve inherent to early-career teaching, while presenting tangible strategies that readers can leverage to address the dynamic professional landscape they inhabit. The

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contributors' stories and reflections provide the context to build the reader's confidence in trying new approaches in their his or her teaching. This book covers a wide range of topics designed to appeal to graduate student instructors across disciplines,

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from those teaching discussion sections, to those managing studio classes and lab sessions, to those serving as the instructor of record for their own course.

Despite the medley of content, two common threads run throughout this volume: a strong

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focus on diversity and inclusion, and an acknowledgment of the increasing shift to online teaching. As a result of engaging with Teaching Gradually, readers will be able to: Identify best teaching practices to enhance student learning Develop a plan

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to implement these strategies in their teaching Expand their conception of contexts in which teaching and learning can take place Evaluate and refine their approaches to fostering inclusion in and out of the classroom Assess student learning and the

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efficacy of their own teaching
practices Practice professional
self-reflection

Presents a unique global
perspective on suicidal behaviors
using new data collected in 21
countries on 6 continents.

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#1 NEW YORK TIMES BESTSELLER
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WINNER • NAMED ONE OF TIME'S
TEN BEST NONFICTION BOOKS OF
THE DECADE • PULITZER PRIZE
FINALIST • NATIONAL BOOK
CRITICS CIRCLE AWARD FINALIST

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- ONE OF OPRAH'S "BOOKS THAT HELP ME THROUGH" • NOW AN HBO ORIGINAL SPECIAL EVENT Hailed by Toni Morrison as "required reading," a bold and personal literary exploration of America's racial history by "the most important essayist in a

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generation and a writer who changed the national political conversation about race” (Rolling Stone) NAMED ONE OF THE MOST INFLUENTIAL BOOKS OF THE DECADE BY CNN • NAMED ONE OF PASTE’S BEST MEMOIRS OF THE DECADE • NAMED ONE OF

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THE TEN BEST BOOKS OF THE
YEAR BY The New York Times
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Library Journal • Publishers
Weekly In a profound work that pivots from the biggest questions about American history and ideals to the most intimate concerns of a father for his son, Ta-Nehisi Coates offers a powerful new framework for understanding our

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nation's history and current crisis. Americans have built an empire on the idea of "race," a falsehood that damages us all but falls most heavily on the bodies of black women and men—bodies exploited through slavery and segregation, and, today,

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threatened, locked up, and murdered out of all proportion. What is it like to inhabit a black body and find a way to live within it? And how can we all honestly reckon with this fraught history and free ourselves from its burden? *Between the World and*

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Me is Ta-Nehisi Coates's attempt to answer these questions in a letter to his adolescent son. Coates shares with his son—and readers—the story of his awakening to the truth about his place in the world through a series of revelatory experiences,

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from Howard University to Civil War battlefields, from the South Side of Chicago to Paris, from his childhood home to the living rooms of mothers whose children's lives were taken as American plunder. Beautifully woven from personal narrative,

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reimagined history, and fresh, emotionally charged reportage, *Between the World and Me* clearly illuminates the past, bracingly confronts our present, and offers a transcendent vision for a way forward.

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A guide to launching and managing literature circles offers strategies, tools, structures, and stories and includes new models and procedures for primary, middle, and high school grades.

Doing History: Investigating With

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Children in Elementary and Middle Schools, Third Edition offers a unique perspective on history instruction in the elementary and middle grades. Through case studies of teachers and students in diverse classrooms and from diverse

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backgrounds, the text shows children engaging in authentic historical investigations, often in the context of an integrated social studies curriculum. The authors begin with the assumption that children can engage in valid forms of historical

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inquiry-collecting and analyzing data, examining the perspectives of people in the past, considering multiple interpretations, and creating evidence-based historical accounts. Vignettes in each chapter show communities of teachers and students doing

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history in environments rich in literature, art, writing, discussion, and debate. Teachers and students are shown working together to frame and investigate meaningful historical questions. Students write personal and family histories, analyze primary

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and secondary sources, examine artifacts, conduct interviews, and create interpretations through drama, narrative, and the arts. The grounding of this book in contemporary sociocultural theory and research makes it particularly useful as a social

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studies methods text. In each chapter, the authors explain how the teaching demonstrated in the vignettes reflects basic principles of contemporary learning theory; thus they not only provide specific examples of successful activities, but place them in a

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theoretical context that allows teachers to adapt and apply them in a wide variety of settings.

Features include: *Classroom vignettes. Rather than a "cookbook" of lesson ideas, this text illustrates the possibilities (and obstacles) of meaningful

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teaching and learning in real classroom settings. *Inquiry-oriented instruction. The approaches shown in the classrooms portrayed derive from current theory and research in the field of history education. This text is not a hodge-podge of

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activities, but a consistent and theoretically grounded illustration of meaningful history instruction.

*Diversity of perspectives. This is emphasized in two ways. First, the text helps students look at historical events and trends from multiple perspectives. Second,

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the classrooms illustrated throughout the book include teachers and students from a variety of backgrounds--this gives the book widespread appeal to educators in a range of settings.

*Assessment. Teachers are provided with clear guidance in

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using multiple forms of assessment to evaluate the specifically historical aspects of children's learning. New in the Third Edition: *Greater attention is given to the role of history education in preparing students for participation in a pluralist

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democracy. *Connections are made between instructional activities and the aims of citizenship, reflecting the authors' view that history should contribute to deliberation over an evolving common good.

*Examples are provided of

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techniques for scaffolding discussion about controversial issues and for grounding that discussion in historical study.
*International comparisons are included to encourage reflection on the range of perspectives on history education across cultures.

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- *Bibliographies are updated to incorporate new scholarship on historical thinking and learning.
- *New resources are included for children's literature that supports good teaching.

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