

# Illustrating a Faculty Community's Productive Teaching Talk and the Facilitation

## Moves That Supported It



Alexandra C. Lau\*, Melissa H. Dancy\*, Charles Henderson†, and Andy Rundquist‡

\*University of Colorado Boulder, †Western Michigan University, ‡Hamline University

### Research Goal:

Learn how to best structure and facilitate our Faculty Online Learning Communities (FOLCs) through (1) gaining an understanding of the characteristics & nature of productive teaching talk and (2) identifying facilitation moves that encourage such conversations. The term productive refers to advancing teaching knowledge, skills, reasoning, and reflectiveness.

### Faculty Online Learning Community (FOLC) Structure

- Yearlong follow-on to Physics & Astronomy New Faculty Wkshp
  - 6-10 new faculty participants & 1-2 facilitators
  - Biweekly meetings via a video conferencing platform
  - Online bulletin board for communicating between meetings
- Program Goals: (1) Support faculty implementing research-based teaching strategies ; (2) Create reflective and pedagogically knowledgeable practitioners

### Data & Methods

#### Data Source

- 15 minute video clip from one FOLC cohort meeting; segment chosen based on our sense, after reviewing multiple cohort meetings, that it was a good example of productive conversation

#### Methods

- Coded the types of facilitation moves
- Coded for type of teaching talk in order to **explain why conversation felt productive** [1,2,3]

### Describing Productive Teaching Talk

**Reflection** [2,3]: participant provided rationale for their thinking or teaching choices; often done as specified the nature of their problem and/or in response to prodding questions

**Why Productive?** It allows speaker to recognize their assumptions and to clarify their thinking.

**Replay** [1,2,3]: participants discussed things they have tried in their classroom in the past. In this clip, replays came in the form of sharing attendance policies people have tried.

**Why Productive?** Instead of relying solely on their sense of how things were generally going in their class, participants used specific classroom moments to support their thinking.

**Rehearsal** [1,2,3]: participants considered options for future action.

**Why Productive?** This talk is a way to test out ideas before they are implemented.

**Philosophy:** participants expressed beliefs about teaching and/or learning.

**Why Productive?** This talk makes explicit the beliefs that underlie many of the teaching choices they make.

### Conclusion 1

Participants went beyond offering quick suggestions. We identified four (out of many possible) types of productive talk in this conversation and **they help us explain why the conversation was productive.** Analyzing teaching talk is a **useful method** for conceptualizing what occurs in our FOLC meetings & for describing the nature of a cohort's conversations.

#### References:

- [1] I. S. Horn, B. Garner, B.D. Kane, & J. Brasel. Journal of Teacher Education, **68**, 41 (2017).
- [2] I. S. Horn and B.D. Kane, Journal of the Learning Sciences, **24**, 373 (2015).
- [3] I.S. Horn and J.W. Little, American Educational Research Journal, **47**, 181 (2010).

Teaching Talk				Summary of the "Attendance Issues" Clip 15 minute excerpt from a FOLC meeting	Facilitation Moves		
Reflection	Replay	Philosophy	Rehearsal		Agency	Withholding	Elaboration
				1. Facilitator asks Grace to "say a few more thoughts" about the question she previously posted to the online bulletin board.	x		
x		x		2. Grace says, "I'm trying to figure out how important it is to monitor attendance." She explains that she wants to treat students as grownups but feels they will not be as successful if they don't attend.			
				3. Facilitator & Andrea - Share humorous anecdote.			
				4. Facilitator asks cohort if their attendance concerns depend on if it is an intro vs. advanced course or small vs. large class.	x	x	x
x		x		5. Grace says in large classes students think it isn't noticeable if they don't show but she notices. She doesn't think students see the connection between coming to class and success. She worries people not coming holds their group back.			
				6. Facilitator asks cohort if anybody has a different attendance policy based on class.	x	x	x
x	x		x	7. Nicole says there is an implicit distinction between lab and lecture (everyone must show up for lab to get the grade). She talks about when attendance is low or high (i.e. high on quiz days, low on Fridays). States she needs to come up with an attendance policy for future semesters and posits using reading quizzes as a solution.			
			x	8. Facilitator says if students aren't convinced of value of class time they view an attendance policy as "high school again." Asks Grace if she is more interested in motivating students to want to attend or wanting to get them to attend because she knows it is best for them.	x	x	x
x		x		9. Grace responds, "It's a little bit of both." She says it is important for them to pass, but it is hard to motivate them when it is not their major.			
				10. Facilitator asks for other input; Asks if anyone has an attendance policy they like.	x	x	x
x	x			11. Kristin says her attendance policy is encapsulated in participation grade. This semester she implemented Just in Time Teaching (JiTT). She feels JiTT questions motivated students to show up as they had already invested time in preparing for class.			
				12. Facilitator asks for other ideas/policies.	x	x	
x	x	x		13. Lin explains that she doesn't take attendance. She doesn't want to force students to come, but she offers bonus points in class to encourage students to attend. She elaborates on situations she has encountered at her institution.			
			x	14. Facilitator says he wants to build a setting where students are upset if they miss class because that is where they view learning as happening. Asks if others agree.	x		x
x	x	x		15. Mila agrees. She gives one point for a clicker question in class and that motivates them to attend. She tries to emphasize why she wants them to discuss things in class. She states there is 10% of the class you can't do anything about.			
	x	x		16. Facilitator says his preference is not to set a policy. Talks about experience with oral exams. Asks Grace, "where do you think you're going to land?"	x		
x		x	x	17. Grace responds, "It's going to be class dependent." She maybe will allow some absences until a certain level and can't miss lab. Elaborates on her concern for a small class she will be teaching. Says her policy will leave room for students to be adults, but at the same time emphasize her belief that coming to lecture is important.			

### Productive Facilitation Moves

	Agency	Withholding	Elaboration
Definition	Moves that focused on the concerns, interests, and ideas of the participants	When the facilitator is not disclosing their own opinion; also, not attempting to immediately solve a cohort member's issue	Moves encouraging participants to specify and more deeply explore the problem, context, and/or idea at hand
Relationship to Teaching Talk	Gives members chances to act as experts with teaching knowledge worth sharing; returns conversation to problem-poser, allowing her to clarify goals & rehearse solution	Gives cohort members space to replay and reflect on their experiences; turns conversation back to cohort members	Directs members to consider (& share) practicalities & underlying pedagogical concerns that should factor into their decisions

### Conclusion 2

We argue that **these facilitation moves created opportunities for productive talk to occur.** Other learning communities hoping to provide similar opportunities may consider applying these facilitation moves; they are **not unique to an online environment.**



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