



The Teacher's Guide to Leading Student-Centered Discussions: Talking About Texts in the Classroom

By Michael S. Hale, Elizabeth A. City

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Engage and enlighten students by skillfully guiding them through thought-provoking classroom discussions using these straightforward strategies.

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- Sales Rank: #393199 in Books
- Brand: Corwin
- Published on: 2006-04-05
- Original language: English
- Number of items: 1
- Dimensions: 9.96" h x .34" w x 7.08" l, .66 pounds
- Binding: Paperback
- 136 pages

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Editorial Review

Review

"Practical and beneficial to teaching and learning in today's world ...the book provides good strategies for helping teachers facilitate meaningful academic discussions in the classroom setting." (Sylvia Jackson 2005-01-11)

"There is a great deal of relevant, practical information in this book for teachers to use to improve the quality of seminars." (Cynthia Passmore 2005-01-07)

"A teacher can take this text and learn to facilitate a seminar. The examples are very useful and after some practice, I believe I too could manage a seminar discussion successfully." (Eric Kincaid 2004-11-16)

"I loved the case stories/examples of classroom seminars/discussions that illustrated the author's points...I was able to relate to many of the problems that some of the teachers faced in their seminars...The book will make a distinct contribution to the field." (Kimberly C. Smith 2005-01-07)

"There are two reasons why this book is so important now. The first is the vitality of the subject: true classroom dialogue may be our only hope for helping our students become civil as well as thoughtful citizens. The second is that the authors practice what they preach. They assume from the first page that teachers themselves are thoughtful professionals, capable of making the subtle decisions discussed in these pages. The result is a book that should lie open on the desk of any teacher who is truly interested in teaching students to think." (Terry Roberts, Director 2005-10-14)

"As a teacher and teacher educator, I have led hundreds of student-centered discussions and in reading this book I discovered new ideas and strategies that will help me improve the quality of my own classroom discussions. I believe there are strategies in this book for all teachers, novice to expert." (Jennifer R. Mangrum, Coordinator of Elementary Education Initiative 2005-11-21)

"A strong student-centered discussion is a teacher's dream - a classroom of students energized by intellectual exchange. That's why Hale and City's book is such a gift. This book is packed with strategies for facilitating great discussions. Whether you are new to student-centered discussions or an old-pro, their book will help you think strategically about how to take your classroom to the next level." (Eric Westendorf, Founding Director 2005-12-22)

"I would recommend this book to anyone who wants to teach students to improve their listening, critical thinking, social, or college success skills." (Jennifer Lerner, Northern Virginia Community College 2007-02-20)

About the Author

Michael S. Hale has served as a teacher, principal, professional developer, professor, university administrator, and educational software executive. His passion for student inquiry has resulted in many years of experience with participant-centered discussions in a wide variety of settings. A National Paideia Faculty member, he has worked with many teachers and students to develop the knowledge and skills to engage in idea- and text-based conversations. He currently spends most of his days as Vice President for Curriculum Consulting with VitalSource Technologies in Raleigh, NC, where he works with educators to

transform didactic materials into more interactive digital formats. His formal education includes a B.A. in Philosophy from Auburn University and a M.A. and Ph.D in Curriculum and Instruction from the University of North Carolina.

Elizabeth A. City has served as a teacher, principal, and instructional coach, primarily in North Carolina and Massachusetts. In addition to enjoying countless student-centered discussions in her own classroom, as a National Paideia Faculty member, she has worked with teachers and students across the country as they have learned to facilitate and participate in text-based conversations. Much of Liz's current work centers on supporting principals and teachers in creating collaborative communities where rich dialogue and learning for both adults and children is the norm. She is a member of the Senior Faculty of Boston's School Leadership Institute, where she teaches courses in using data, learning and teaching, and professional development to Boston Public School Principal Fellows. She is currently working on her doctorate at the Harvard Graduate School of Education.

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David Hogan:

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