

APPENDIX 4
Communication

Your Name Jill Gearhart Date 2/20/08

Period and Time English 9, block 1 7:50 – 9:20

Title of Lesson “What affects does war have on young adults?” (discussion question)

Listen to a teacher-led discussion that employs QATE. Listen for statements that indicate whether the teacher fully understands what the child is trying to communicate.

Listen for these types of statements or questions:

- Could you state that in a different way?
- Tell me more about it.
- Do you mean...
- What is your evidence?
- Does anyone know anything that will add to the answer just given?

Watch to see if the teacher does any of these:

- Accepts one word answers when an explanation is required.
- Restates a child’s answer in a way that is different from what the child said (in other words, replaces the child’s answer which reveals a misconception with the “correct,” formal knowledge answer).
- Expands on the child’s answer when the child or another student may be able to do so.

Record your observations by noting examples of questions or statements and briefly describing the students’ reactions or responses to them in the space below.

I recorded questions the teacher asked in response to the answer students gave to the discussion question. All questions she asked either helped the student clarify his statement, re-think his opinion, or provide more of an opinion. The students responded to this well and always gave another statement in response to the questions she asked. These questions included:

“Why do you suppose that is?”
“Who is *they*?”
“So you’re saying...”
“What do you mean by that?”
“But you *don’t* think...”
“Why?”
“What did you say?”

“So do you think _____ or _____?”
“Do you have any other opinions?”
“...because you want _____? or _____?”
“[student], tell me what his point is.”
“In what sense?”
“Do you agree with [student]’s theory that...”

APPENDIX 4 (cont'd)

Analyze your data by examining what you recorded. Write a brief summary of the types of questions or statements that “turn kids on” and the types that “turn kids off”.

Students in block one seemed to love the discussion because it was controversial and gendered. It seemed that the types of questions that turned the kids on in this class were questions of opinion, with no right or wrong answer. These questions also were something everyone could relate to. As I said before, this topic could be seen as gendered being that war is typically—although not correctly or incorrectly—synonymous with men. The topic of women in the war came up, and since there was not an equal distribution of gender, the boys seemed more open to say their opinions. Some were inappropriate and sexist, in which the teacher addressed that and posed questions and scenarios for the student to re-think and expand his statement.

I’m not saying, however, that these questions turn girls off. On the contrary, the Honors English class during second block had a more even gender distribution. The girls were just as heated in their arguments. This period discussed a lot about the media’s influence on war and stayed away from the gender issue.