

## Silent Discussion Gone Online (Using Google Classroom, or other LMS)

1. Set up. Post the questions in the appropriate LMS. In Google Classrooms, pose it as a Question, and make sure students can respond to each other.
2. Communicate with students. Tell students what the setting constraints are. For example, in Google Classrooms, students cannot see each other's responses until they themselves have posted.
3. Instruct in the activity. Provide instruction for
  - a. How many responses you expect. (e.g., Answer 2 of the 3 questions posted; respond to at least 1 peer)
  - b. Kinds of responses. Typically, "Good answer!" is unhelpful. How can students provide each other with more insightful responses? Typical peer feedback guidelines can help, such as
    - i. Sentence Stems (I agree with you when you say...because...; I wonder if...)
    - ii. Asking a question to clarify or press the thinking
    - iii. Reminding to interact with the content of the answer rather than the grammar or expression of the answer (unless clarity is affected, as in ii).
4. Give students class time to answer these questions, just as you would with large sheets of paper in the room.

Benefits: High student participation & engagement with ideas; encourages quiet students to convey opinions and understandings

Constraints: Students who need a model answer will be unable to see one until they post themselves, which is self-defeating; tracking student answers, if you're grading for content or participation

Example:

### Class Discussion & Technology: Backchanneling (30 min activity)

1. Read the article posted in Google Classroom titled, "Backchanneling as an approach to discussing literature."
2. After reading, respond to at least 2 of the 3 discussion questions posted in Google Classroom.
3. Respond to at least one classmate's comment or question.