

Pre-questionnaire for teachers: PT in Academic Discussion

This survey aims to know more about how teachers facilitate academic discussion, what challenges students face in engaging in academic discussion, and how competent students are in their academic discussion skills and in positive norms.

In which courses will you implement the academic discussion activities in this semester?

Your Email Address:

1. Considering your current students at this time, do you feel that your students are generally competent at the below skills and norms? Please circle number that corresponds to your opinion:

1	2	3	4	5	6
Does not apply	Not developed	Underdeveloped	Competent	Very Strong	Outstanding

- 1a. When engaging in academic discussion, how competent do you think your students are at the following skills:

Academic Discussion Skills	Agree (1-6)?
1. Elaborate and clarify ideas to explain them to others.	1 2 3 4 5 6
2. Support own ideas with examples.	1 2 3 4 5 6
3. Build on and/or challenge a partner's idea.	1 2 3 4 5 6
4. Paraphrase others' ideas (summarizing someone else's main point).	1 2 3 4 5 6
5. Synthesize conversation points (summarizing and connecting what a general conversation has been about).	1 2 3 4 5 6

1b. When engaging in academic discussion, how competent do you think your students are at enacting the following behaviors and norms:

Positive norms	Agree (1-6)?
1. They are critical of ideas, not people.	1 2 3 4 5 6
2. They strive to confirm that they value others, even if they challenge their ideas.	1 2 3 4 5 6
3. They know that they are valuable even if others criticize their ideas. [They do not get defensive / upset]	1 2 3 4 5 6
4. They converse, disagree, and challenge in order to learn, not to win.	1 2 3 4 5 6
5. They listen respectfully to all ideas, even if they disagree.	1 2 3 4 5 6
6. They work to understand all sides and perspectives of an issue.	1 2 3 4 5 6
7. They change their minds when evidence and reason convince them.	1 2 3 4 5 6

2. What are some main challenges you have faced as a teacher when asking students to engage in academic discussion?

3. What are some main challenges you think your students face when being asked to engage in academic discussion?

4. Have you had successful experiences with student-led discussion? A) In what way(s) was it successful? B) What do you think helped make it successful? Please describe briefly.

5. What was your past usual process / practice of having students engage in academic discussions? Providing an **example with more elaboration** will help us to gain insight into the usual practice of academic discussion.
