

Summary table of the teaching strategies

	Student activity:	Student learning
Dinner party table	Engaging in discussion about the relative similarity and difference of specific viewpoints.	Practising discussion. Identifying of nuance and complexity of views on a topic. Analysing degrees of connection between viewpoints.
Balloon debate	Engaging in debate about the relative importance of a factor to a topic.	Practising researching and constructing an evidence-based argument for debate. Practising refutation, with evidence, of an argument during a debate.
Speed-dating	Dialogue in pairs in sequence leading to whole class discussion of perspectives on a topic.	Practising listening and persuading in dialogue with one other person. Amending and reforming ideas and opinions. Identifying and analysing points of connection between people and perspectives.
Boxing Match	Debating in pairs focusing on use of factual evidence and not assertion or style.	The importance of substantiating assertions with a verifiable evidence base. How important it is to be well-briefed and how much careful work is required to become knowledgeable.
Becoming a picture	Purposefully and literally taking a position in order to better understand a perspective.	How a wider event was experienced from a particular perspective. To empathise with the variety of valid and informed viewpoints on topics.
Fishbowl	In depth discussion on one aspect of a topic and listening to an in-depth discussion.	How to gain knowledge to discuss in depth. The ingredients of a successful discussion. Varied perspectives on a wider topic.
Four Corners	Expressing and justifying an opinion by moving into position for discussion.	Forming, expressing and justifying an opinion. How opinions can change as a result of discussion and gaining further knowledge.
Silent placemat conversation	Giving thoughts and opinions and raising questions in writing.	How to be attentive to the thoughts and opinions of everyone in the class. Steady focus upon a variety of perspectives to form opinions. How to discuss in written form.
Role-playing	Taking on a character or role in order to discuss/debate a topic/issue.	The complexity, plethora of perspectives and overlapping positions that exist in relation to a topic or issue.
All-stand consensus	Working together to explore common ground and articulate an answer or position.	The extent of common ground on a topic, or a widely acceptable answer to a question. How to build consensus. How difficult it can be to build consensus.

Solution-focussed debate	Discussing and debating an issue to thoroughly explore an issue of disagreement and to decide what a successful outcome would look like.	To better understand all the issues, the perspectives and the change that would be needed to reach resolution. Students become better informed.
Dialogue for empathy	Facilitated deep listening with respect in order to explore reasons for positions.	To better understand why people have deeply held positions on topics.

Please see Section 5.3.6 in Part C: “Assessing Competences” for detail and development of these suggestions.

2.2.1: Strategy: Dinner party table

Purpose

The aim of this strategy is to enable students to engage with and **discuss** a range of viewpoints and to understand how a person’s background can shape their viewpoint. It enables students to identify where there are overlapping ideas, where there may (or may not) be opportunities for reconciling viewpoints, and the nuances of viewpoints on a topic. That is, it encourages students away from the idea of there being ‘two sides’ to a topic and towards the idea of a continuum, or tangle, of viewpoints.

The basic strategy

- The teacher selects a range of people with viewpoints on a topic (usually between 6 and 12). These people’s viewpoints should not all be polarised. They should be on a spectrum and an overlap between viewpoints is good for this exercise. The most interesting discussions often take place when there is ambiguity and proximity.
- Students, in groups, are given the range of viewpoints and also the relevant background information about the people who held them. This background helps students to understand why a person had/has their viewpoint. Students read the material.
- Students are then told that they are setting the table for a dinner party. They are required to place the characters around the table, which is oval in shape, so that there will not be any nasty disagreements between the guests.
- The students then **discuss** how to position the guests. Once they have made their decisions, they can look at the decisions other students have made and question their peers about their decisions. They can then revisit their own table and **discuss** any changes that they may wish to make in the light of having seen/heard others’ thinking.

Did you draw a justified conclusion related directly to the focus of the essay?		
What improvements are needed for this essay?		
What targets can you set for the next essay?		

Source: Adapted from Petty (2009) Evidence- Based teaching. 2nd Edition.

What is set out above can and should be adapted depending on the particular task at hand.

3.3.5 Using oral assessment

Oral assessments are often referred to as performance-based assessment. Murchan and Shiel (2017) describe performance-based assessment as the assessment of a learner’s ability to apply knowledge, skills and understanding, usually in authentic real-life settings. From this project oral assessment may offer a valid and reliable way to assess learners’ ability to present cogent arguments on a variety of viewpoints around controversial issues. Murchan and Shiel recommend the use of an appropriate scoring tool (see Appendix 2) to ensure that “relevant aspects of the performance are assessed (validity) and that the assessment is marked in a consistent manner (reliability)” (2017, p. 116).

3.3.6 Bringing the learning together – Assessing teaching strategies that are appropriate for developing dialogue, discussion and/or debate in the classroom

In Section 2.2 (above) there is a summary table of twelve teaching strategies. Based on the content set out in this section, the table is reproduced here with some suggested methods through which to assess these. Please note, the suggested assessment methods are not exhaustive and are provided to indicate some diverse assessment strategies. Other strategies set out across this Guide such as summative testing are not listed but may equally play an important role here.

Table 6: Assessing teaching strategies that are appropriate for developing dialogue, discussion and/or debate in the classroom

Teaching strategy	Assessment suggestions
Dinner party table	<p>Graphic organisers such as Venn diagrams or Fishbone (see Appendix 4).</p> <p>Rubric focused on pre-defined learning intention/criteria.</p> <p>Students are asked to write a reflective log focused on their learning from the activity (assessed through pre-defined success criteria).</p> <p>Ask students to create five challenging questions to ask those with differing viewpoints to theirs (see “question stems” in Section 2.3.3.)</p> <p>Hot/Cold: Assessing Persuasive Impact (see Appendix 6).</p>

Balloon debate	<p>Argument mapping (see Appendix 1).</p> <p>Rubric focused on pre-defined learning intentions / criteria.</p> <p>Placemat activity (see Appendix 5).</p> <p>Hot/Cold: Assessing Persuasive Impact (see Appendix 6).</p> <p>Create a Mind map to capture the diversity of viewpoints.</p> <p>Create a one-page summary of the debate.</p>
Speed-dating	<p>Graphic organisers such as Venn diagrams (see Appendix 4).</p> <p>Rubric focused on pre-defined learning intention/criteria.</p> <p>Placemat activity (see Appendix 5).</p> <p>Graphic organisers such as Fishbone (see Appendix 4).</p> <p>Students are asked to write a Reflective log focused on learning from the activity (assessed through pre-defined success criteria).</p> <p>Ask students to create five questions they might ask in order to uncover the differing viewpoints of others (see “question stems” in Section 2.3.3.)</p>
Boxing match	<p>Graphic organisers such as Venn diagrams (see Appendix 4).</p> <p>Argument mapping (see Appendix 1).</p> <p>Students are asked to create five challenging questions to ask those with differing viewpoints to theirs (see “question stems” in Section 2.3.3.)</p> <p>Hot/Cold: Assessing Persuasive Impact (see Appendix 6).</p>
Becoming a picture	<p>Assessing Presentations (see Appendix 2)</p> <p>Graphic organisers such as Venn diagrams (see Appendix 4).</p> <p>Students are asked to write a Reflective log focused on learning from the activity (assessed through pre-defined success criteria).</p>
Fishbowl	<p>Graphic organisers such as Fish Bowl (see Appendix 4).</p> <p>Hot/Cold: Assessing Persuasive Impact (see Appendix 6).</p> <p>Create a Mind map to capture the diversity of viewpoints.</p> <p>Create a one-page summary of the debate.</p> <p>Argument mapping (see Appendix 1).</p> <p>Students are asked to create five challenging questions to ask those with differing viewpoints to theirs (see “question stems” in Section 2.3.3.)</p>
Four corners	<p>Placemat activity (see Appendix 5).</p> <p>Students are asked to write a reflective log focused on learning from the activity (assessed through pre-defined success criteria).</p> <p>Argument mapping (see Appendix 1).</p> <p>Rubric focused on pre-defined learning intention/criteria.</p> <p>Hot/Cold: Assessing Persuasive Impact (see Appendix 6).</p> <p>Create a one-page summary of the debate.</p>
Silent placemat conversation	<p>Placemat activity (see Appendix 5).</p> <p>Students are asked to create five challenging questions to ask those with differing viewpoints to theirs (see “question stems” in Section 2.3.3.).</p> <p>Create a Mind map or poster to capture the diversity of viewpoints.</p> <p>Graphic organisers such as Venn diagrams (see Appendix 4).</p>

Role-playing	<p>Rubric focused on pre-defined learning intention/criteria. Hot/Cold: Assessing Persuasive Impact (see Appendix 6). Ask students to create five questions they might ask in order to uncover the differing viewpoints of others (see “question stems” in Section 2.3.3.) Exit Card strategy (see Appendix 7)</p>
All-stand consensus	<p>Create a Mind map to capture the diversity of viewpoints. Create a poster summarising diversity of viewpoints. Graphic organisers such as Venn diagrams (see Appendix 4).</p>
Solution-focussed debate	<p>Graphic organisers such as Venn diagrams or Fishbone (see Appendix 4). Rubric focused on pre-defined learning intention/criteria. Students are asked to write a reflective log focused on their learning from the activity (assessed through pre-defined success criteria). Ask students to create five challenging questions to ask those with differing viewpoints to theirs (see “question stems” in Section 2.3.3.) Hot/Cold: Assessing Persuasive Impact (see Appendix 6).</p>
Dialogue for empathy	<p>Create a Mind map or poster to capture the diversity of viewpoints. Graphic organisers such as Venn diagrams (see Appendix 4). Exit Card strategy (see Appendix 7)</p>