

1. Title of the submission: REFUTING MISCONCEPTIONS OF CLASSROOM DISCUSSIONS
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6. Abstract:

Discussion, as an instructional method, is a natural, powerful, and effective approach to engage students in critical thinking, decision making, and problem solving, all deemed as essential prerequisites to responsible and competent citizenship. Research indicates, though, that social studies teachers use recitation rather than discussion in their classrooms. It is hypothesized that one reason discussion is not used is that teachers are relying on common misconceptions about the discussion method to make judgments about employing its use. Five misconceptions are explored and refuted with endorsed principles based on research and theoretical sources, and informed practice. Also presented are systematic observation approaches that teachers might use to gather data in their classrooms to examine their discussion practices. Possessing accurate information increases the probability of effective discussion leadership and practice.