

### AST 200 Friday Discussion Leading Guidelines

During the semester, you will lead one Friday class discussion together with 1-3 groupmates. This will be worth 5% of your final grade and involves the following two main pieces. You will:

- 1) Design, post, and grade a brief (<1hr) reading assignment for the class
- 2) Design and facilitate a 50 minute in-class discussion

You should plan to schedule a time for your **whole group** to meet with me ***no later than the Friday before your assigned discussion***. At this meeting, you should come prepared, namely:

- 1) You should have thoroughly read the text for your assigned discussion and should come prepared with any questions about the reading that you'd like to discuss or clarify with me.
- 2) You should have met as a group to discuss potential formats for the discussion and should have a proposal for one or two formats that you think are well-suited to your topic.
- 3) As a group you should have drafted a reading assignment and submitted a draft to me by e-mail. We will review this assignment at the meeting and make any necessary changes together.

A non-exhaustive list of potential formats for both the reading assignments and the class discussions is below, and a rubric can be found at the end of the document.

#### *Example formats for reading assignments:*

- Post responses to questions in a Moodle forum
- Post examples demonstrating concepts from the reading to a Moodle forum
- Design and submit a slide related to the reading to be presented in class.
- Annotate a short (<10pg) supplemental reading in Perusall.
- Redesign a plot and submit the result for critique by classmates.
- Have students gather and submit data or plots to be used during discussion.
- Reading Jigsaw. Groups of classmates who did different readings for the week work together to create a summary (short document or slide show) for their classmates who had a different reading.

#### *Example formats for class discussions:*

- A structured full-class discussion with questions provided by the facilitators
- Discussion Jigsaw. A small group discussion where each group has a different question(s) or example(s) and designated group members report back to the class at the end.
- Debate. The class is divided into two groups who each prepare arguments from opposite viewpoints regarding a concept from the reading.
- Graphic design challenge. Students are given raw data in some format (table, jupyter notebook) and compete to design the best data visualization.

	<b>Insufficient (1 point)</b>	<b>Sufficient (2 points)</b>	<b>Exemplary (3 points)</b>
<i>Read Text Deeply</i>	The group did not think deeply about the reading in advance of the meeting or had not discussed it with one another	The group demonstrated at least a surface-level understanding of the reading	The group had clearly discussed the reading in depth in advance of the meeting and had thought about it deeply
<i>Reading Assignment Preparation</i>	The group did not have a well-thought-out reading assignment prepared	The group had a reading assignment prepared with some thought given to learning goals	The group had a well-thought-out and well-designed reading assignment prepared, including a grading scheme and solid learning goals
<i>Discussion Format Preparation</i>	The group did not have clear and well-justified ideas about potential discussion formats	The group designated a reasonable discussion format with some thought to takeaways	The group had a well-thought-out and well-designed discussion format prepared, including a specific plan for what they wanted the students to take away
<i>Timeliness, Professionalism</i>	The group had to be reminded to schedule their appointment, didn't all arrive on time, or did not behave professionally	N/A	The group scheduled their appointment well in advance and were prepared, on time, and professional
<i>Followup</i>	The group did not incorporate feedback from the meeting or did not get the assignment out 1 week ahead of the deadline	The group made some effort to incorporate feedback from the meeting and got the assignment out on time	The group made a clear effort to incorporate feedback from the meeting and got the assignment out on time
<i>Review of Reading Assignments</i>	Facilitators did not incorporate students' reading assignments into the discussion	Facilitators drew some connections to the reading assignments during the discussion	Facilitators had clearly reviewed the reading assignment submissions thoroughly and integrated them into the discussion well
<i>Discussion Facilitation</i>	Facilitators monopolized the discussions or did not attempt to keep students on track	Facilitators kept discussions focused on the participants most of the time	Facilitators facilitated the discussion or activity without dominating it
<i>Breadth of Engagement</i>	Facilitators allowed students to monopolize or sit out the discussion or activity	Facilitators made some effort to keep everyone involved and engaged in the discussion or activity	Facilitators made a clear and sustained effort to keep everyone involved and engaged in the discussion or activity
<i>Participation</i>	Some facilitators did not participate in leading the activity	All facilitators contributed to leading the activity in some way	Facilitators worked well with one another and facilitated equally
<i>Use of class time</i>	Facilitators did not make good use of class time or failed to keep students on track	Facilitators used class time fairly efficiently and kept things mostly on track	Facilitators made excellent use of class time and guided the activity to keep students on track

Total Points=30