**When Discussion Falters: A Checklist***Adapted from**Discussion as a Way of Teaching,**Brookfield and Preskill (2005)*

* Have you built a case for the importance of speaking in discussion?
* Have you developed ground rules as a class that deal with discussion overall as well as approaching controversial issues in class?
* Did students complete preparatory tasks, essays, and other reflective assignments before the discussion began?
* Is the discussion focused on an open-ended question that possesses both complexity and ambiguity?
* Have you created possibilities for students to participate in the discussion through electronic means?
* Have you avoided answering your own questions (implicitly or explicitly)?
* Have you allowed time for silence (and reflective thinking), and overviewed the value of silence in discussion?
* Have you linked the discussion topic to critical events in students’ lives, possibly with a free-writing exercise?
* Have students had an opportunity to reflect on the way class discussion is going and pose concerns?