Dyadic Essay Confrontation
Adapted from Barbara Millis, Larry Sherman, Philip Cottrell, Jr. 1993.

This strategy enables teachers to "front-load" learning by making certain that students work independently outside of class to master assigned material. Students then extend and validate their individual study through an in-class writing/thinking/problem solving exercise.

1. Teacher assigns reading, charts, graphs, problems, or watches video.
2. Student formulates an essay question or a problem to solve.
3. Student prepares a model response to their own question or problem.
   (no longer than one page, single-spaced)
4. Student brings essay question or problem and copy of their answer on a separate page.
5. Students exchange essay questions or problems.
6. Students write an essay to the question or solution to the problem they receive.
7. Students compare their answer with the model answer and discuss.
   (when evaluating essay answers or problems solutions the teacher may have established criterion for the students to use in their discussions)
8. Teacher conducts general discussion. The teacher may have made copies of all the model questions/problems and answers for the students to have available in the general discussion.

Alternative: The teacher may create the essay questions or problems to solve. The whole process maybe done in one class period not requiring the students to work independently outside of class.

This strategy promotes critical thinking by requiring students to:
   confront differing ideas,
   offers writing-to-learn opportunities, and
   provides solid and immediate feedback to students about their intellectual responses to discipline-specific material.