Leading discussions:
When should I? How should I?

Ice Breaker

- Introduce yourself and share 3 hobbies or skills that you have with your group

Group guidelines

Respectful language
Muting if not speaking
Keeping focused on discussion topic

Leading Discussions

Learning Objectives:

- Articulate the rationale for including a discussion in a lesson
- Align a specific discussion technique with the learning objective(s) of the lesson
- Generate inclusive opportunities for meaningful participation in online discussions
- Reflect on common challenges that students or TAs face in discussions and brainstorm potential solutions
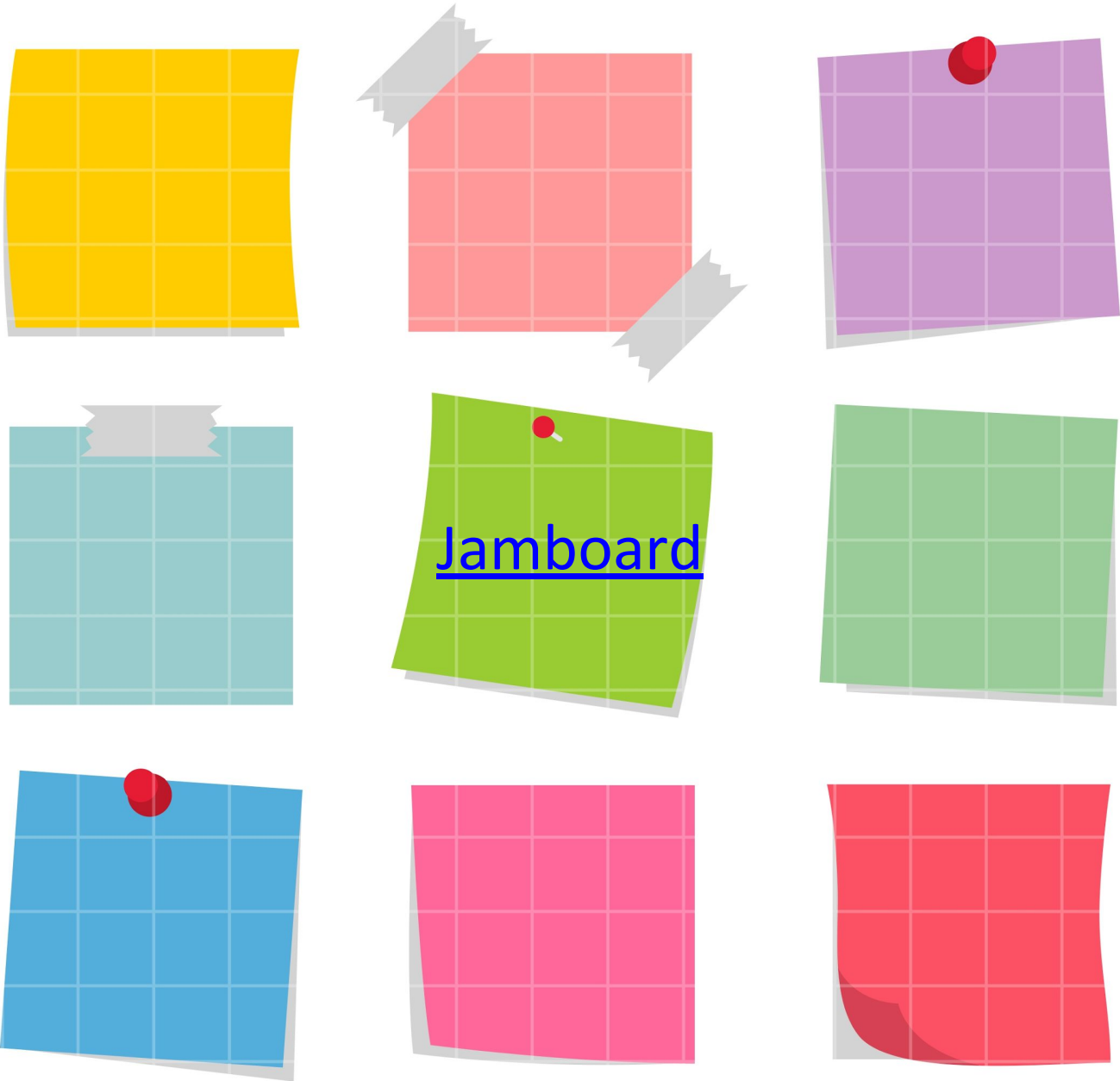
Value Line

1   2   3   4   5

Role Play

In breakout rooms.

Think of:

- 1) a discussion that went well
- 2) a discussion that didn't go well

- 5 minutes to discuss and plan a short 1-2 minute skit demonstrating either a discussion that went very well or a discussion that did not go well.

Jamboard

Fishbowl

- Video on - speaking
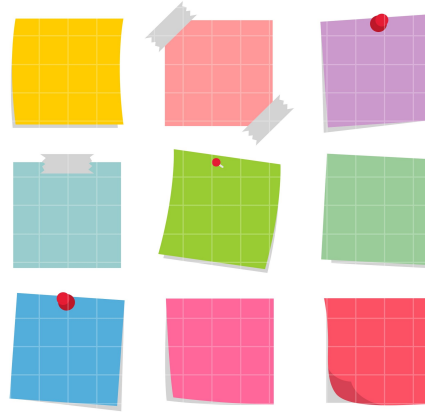- Video off - note taking

After initial discussion switch roles.

Link

Break!

Reflect

- What were the 3 types of discussion we used so far in this session?

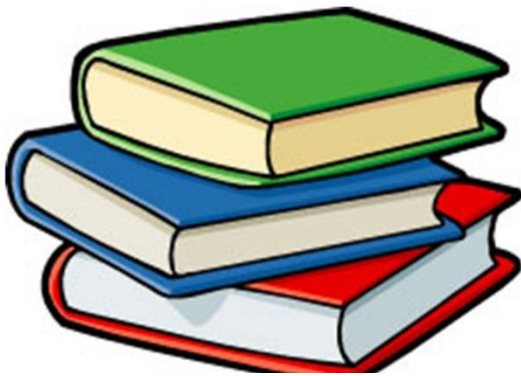- Do you think they aligned with the LO of this lesson? Why or why not?
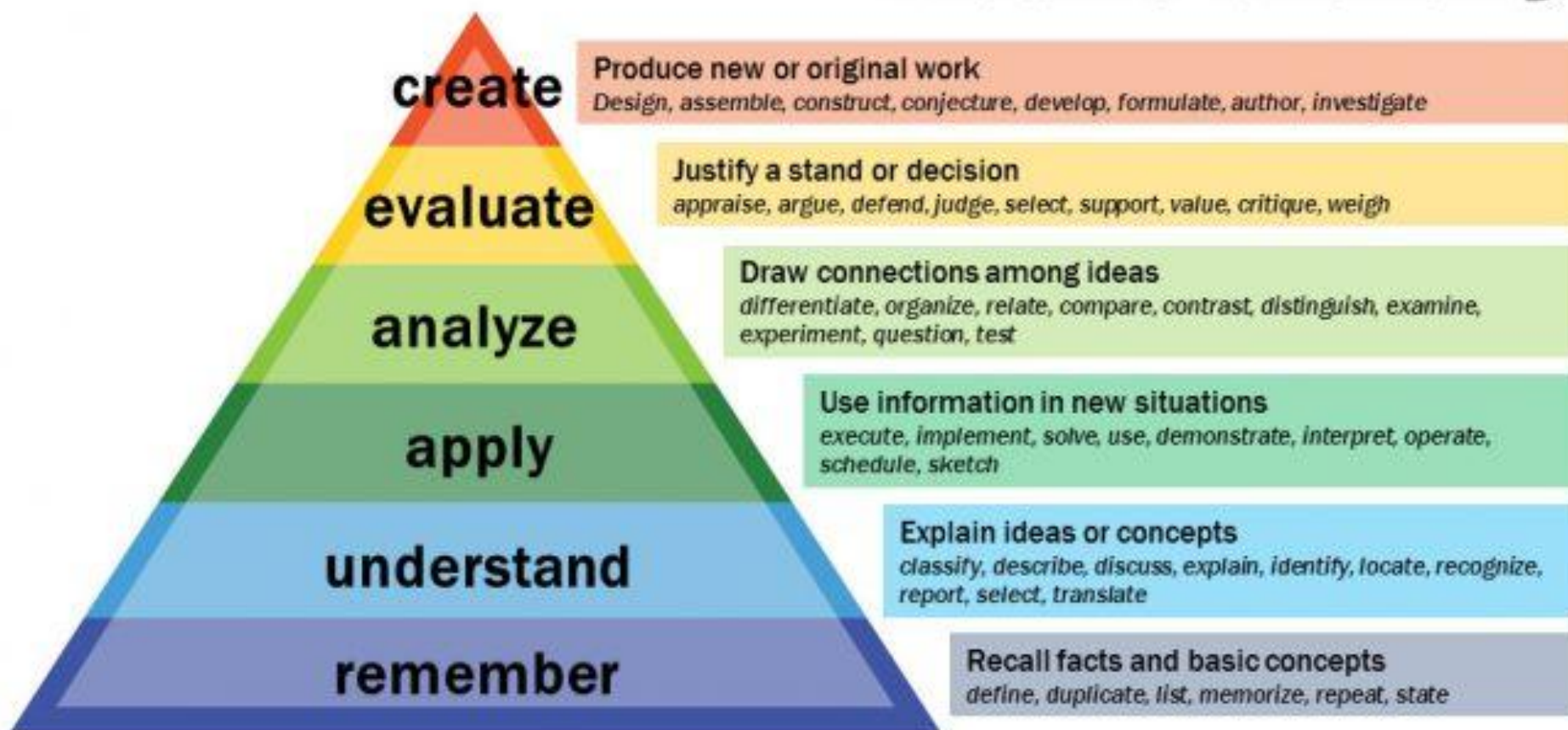
Leading Discussions

Learning Objectives:

- Articulate the rationale for including a discussion in a lesson
- Align a specific discussion technique with the learning objective(s) of the lesson
- Generate inclusive opportunities for meaningful participation in online discussions
- Reflect on common challenges that students or TAs face in discussions and brainstorm potential solutions

Providing vs generating information

- Discussion needs to align with the objectives of the lesson. Do discussions work for all objectives?

Bloom's Taxonomy

create
Produce new or original work
Design, assemble, construct, conjecture, develop, formulate, author, investigate

evaluate
Justify a stand or decision
appraise, argue, defend, judge, select, support, value, critique, weigh

analyze
Draw connections among ideas
differentiate, organize, relate, compare, contrast, distinguish, examine, experiment, question, test

apply
Use information in new situations
execute, implement, solve, use, demonstrate, interpret, operate, schedule, sketch

understand
Explain ideas or concepts
classify, describe, discuss, explain, identify, locate, recognize, report, select, translate

remember
Recall facts and basic concepts
define, duplicate, list, memorize, repeat, state

Jigsaw

In breakout rooms.
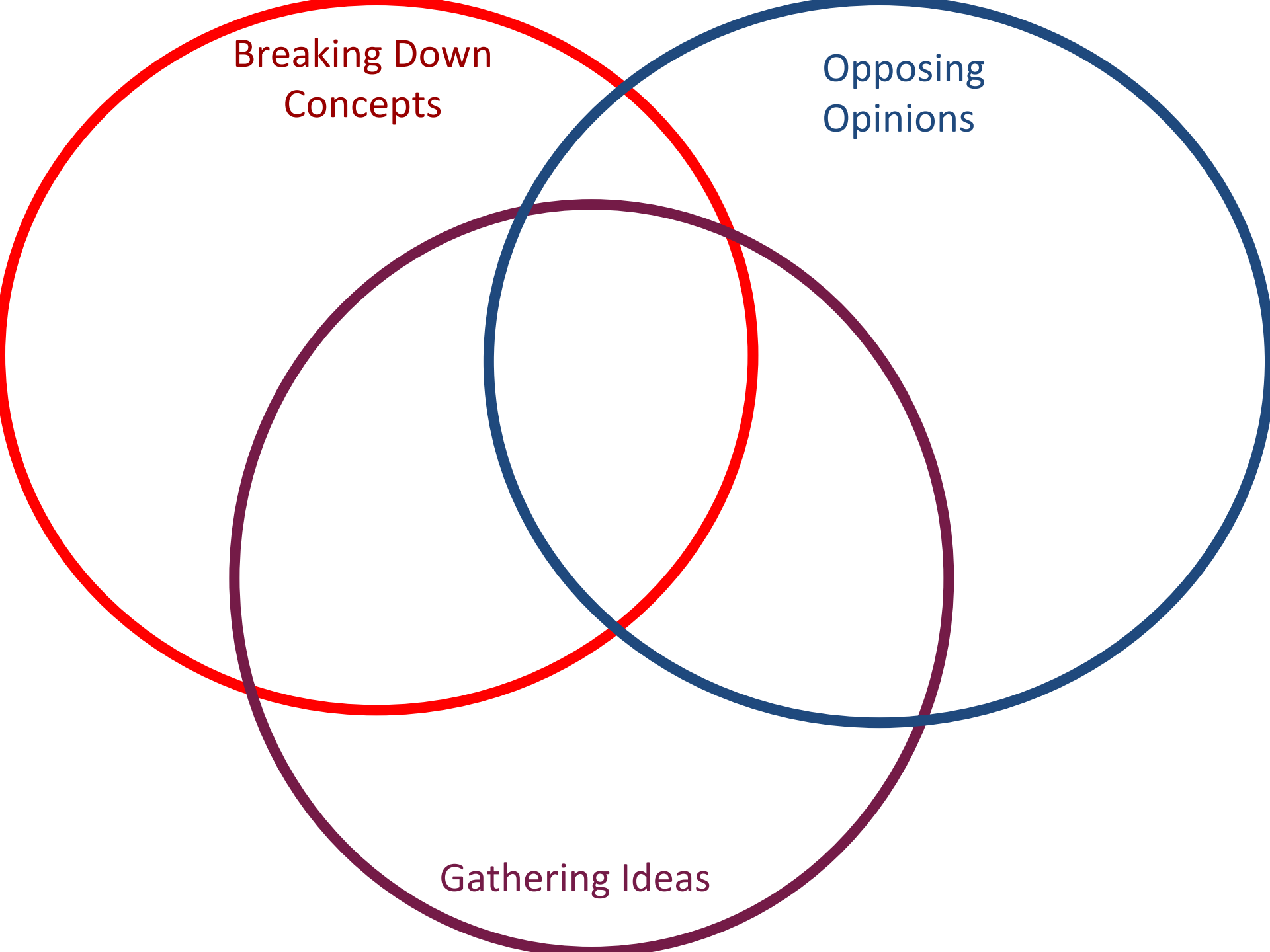
Read through the discussion technique for your breakout room number.

- Discuss how and when the technique you have can be used.
- What are its strengths?
- Under what circumstances should it not be used?
- Add it where it fits on the Venn diagram

[Discussion Techniques](#) Link
[Jigsaw](#) Link

Individual reflection and Gallery Walk

Post your own LO and discussion technique
here!

Leading Discussions

Learning Objectives:

- Articulate the rationale for including a discussion in a lesson
- Align a specific discussion technique with the learning objective(s) of the lesson
- Generate inclusive opportunities for meaningful participation in online discussions
- Reflect on common challenges that students or TAs face in discussions and brainstorm potential solutions

[Feedback form](#)

Attendance Form

Why use discussions?

- Want to facilitate active/experiential learning in the classroom
- Engage students' higher-level learning (Wade, 1994)
- Increase awareness and understanding of disparate perspectives
- Develop critical-thinking approaches
- Consider and apply different ways of analyzing the same topic
- Practice and improve communication skills

Evidence?
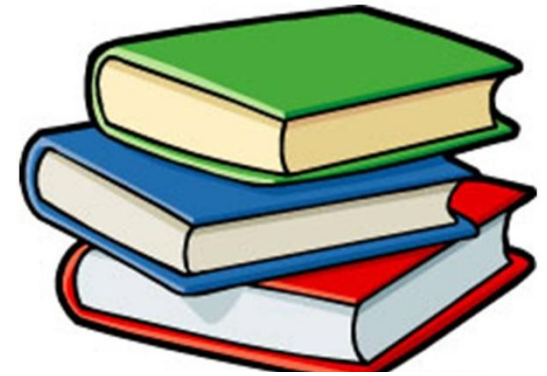
- Positive effect on student achievement (de Grave, Schmidt, & Boshuizen, 2001; Harton, Richardson, Barreras, Rockloff, & Latane, 2002; Lyon & Lagowski, 2008

- Improvement in students' critical thinking & problem-solving skills (Bolt, 1998; Crabtree et al., 2001; Hayes & Devitt, 2008)

- Enhanced oral & written communication Dallimore, Hertenstein, & Platt 2008; Hewett, 2000

- Discussion enhanced students' recall of content knowledge by 25% (de Grave, Schmidt, & Boshuizen (2001)