

JAN. 17-21, 2022

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THE UNIVERSITY OF BRITISH COLUMBIA
Centre for Teaching, Learning and Technology

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Leading discussions: When should I? How should I?



Ice Breaker

- Pick a place that means a lot to you.
 - Maybe somewhere you want to go, have spent a lot of time, or have good memories from.
- Place a point with your name on this [map](#). Describe why you selected this point.



Group guidelines

- Respect
- Open to others ideas
- Participation/engaged
- Listen
- Empathy

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 (annotate)

- How comfortable are you with leading discussions?



1



2



3



4



5

Role Play

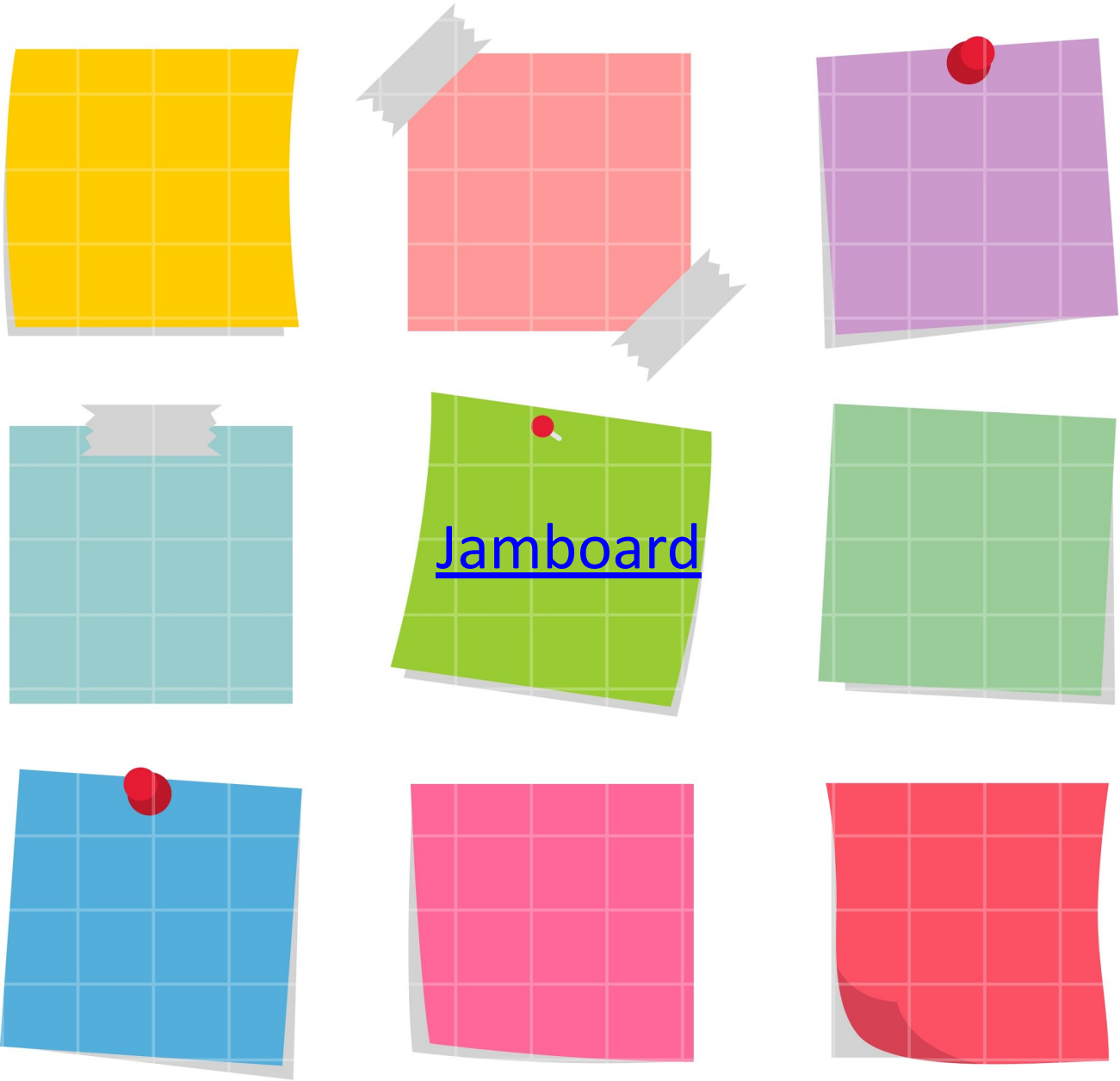
In breakout rooms.

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



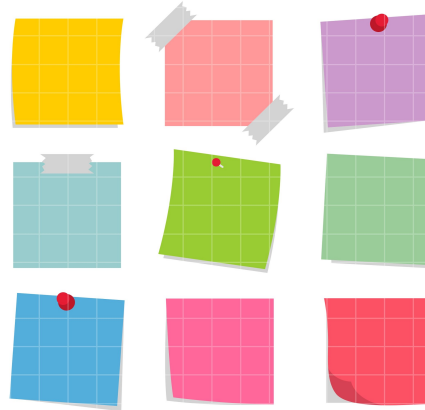
After initial discussion switch roles.

[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?

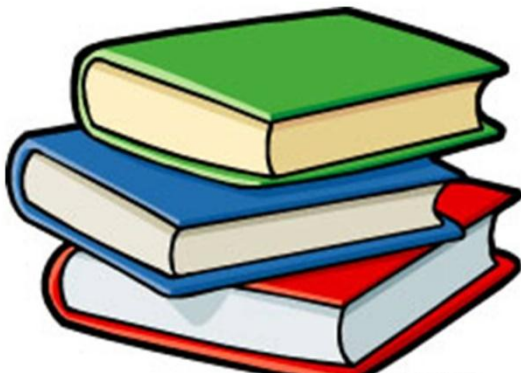
Leading Discussions

Learning Objectives:

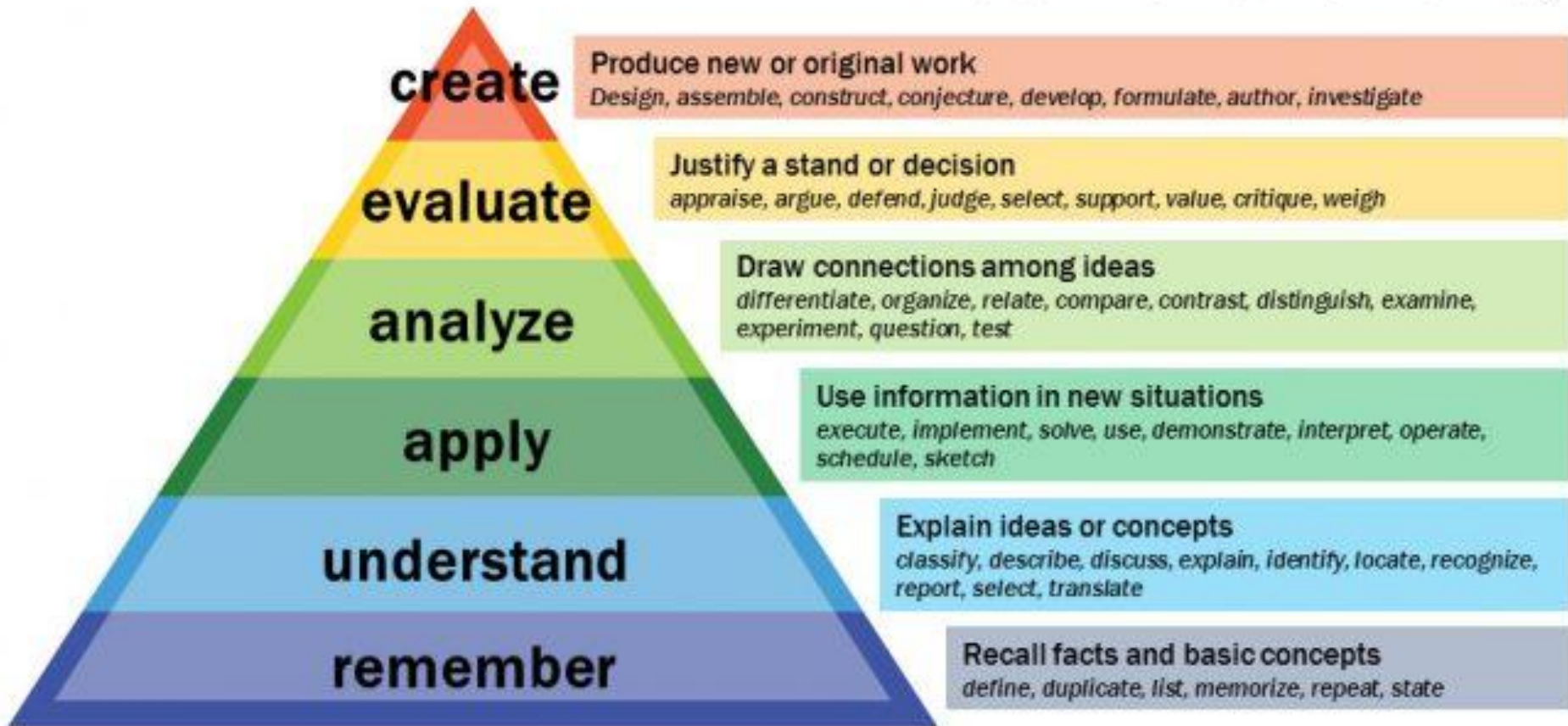
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Providing vs generating information

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



Bloom's Taxonomy





Jigsaw



In breakout rooms.

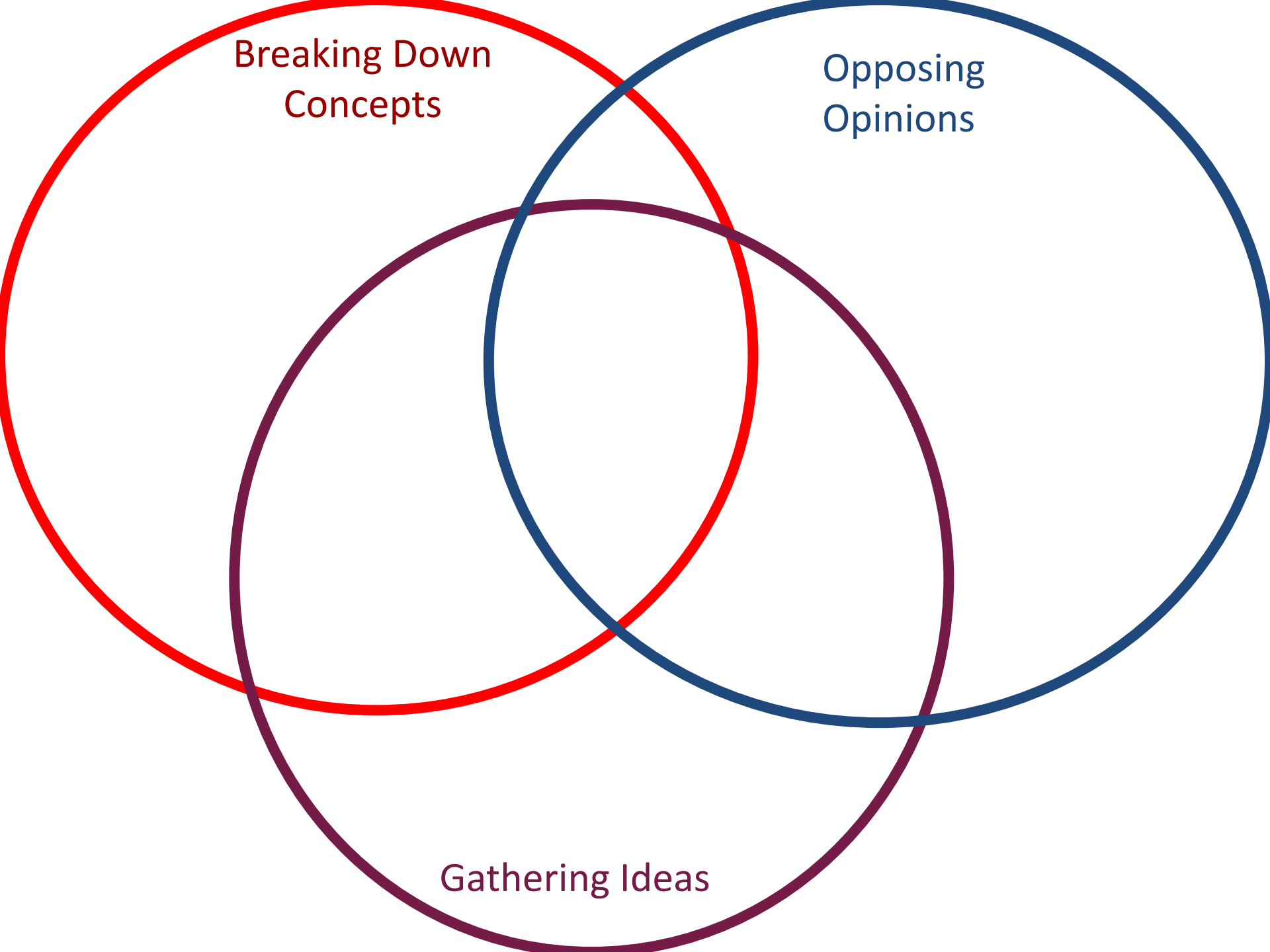
Read through the [discussion technique](#) for your breakout room number.

- 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



Breaking Down
Concepts

Opposing
Opinions

Gathering Ideas

Individual reflection and Gallery Walk

Post your own LO and discussion technique
[here!](#)

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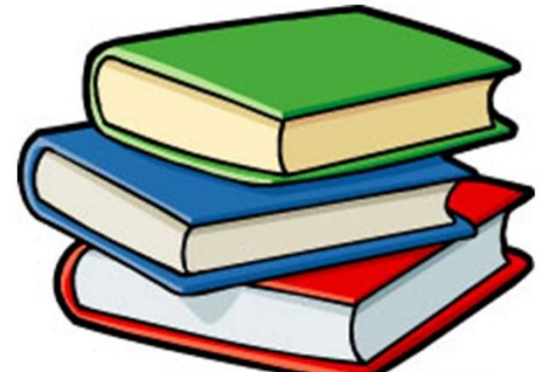
Feedback form



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)