<u>Examples of Discussion Techniques</u>

1) Think-pair-share and **Snowball:** Think individually for a few minutes, then discuss and compare responses with a partner. Then, pair up the pairs to discuss a related question **(in snowball)**, before sharing with the entire class. This allows students to gain confidence and encourages them to participate more fully and effectively in whole class discussions.

2) Buzz Groups: Discuss assigned questions informally in small groups to produce lots of information and ideas in a short period to prepare for and improve whole-class discussion.

3) Debates: Students argue for the side of an issue opposite to their personal views to push their critical thinking skills and encourage them to challenge their existing assumptions.

4) Fishbowl: Form concentric circles of students. The smaller, inner group of students discusses and the larger, outer group listens, observes, and takes notes. This provides opportunities for students to model or observe group processes in a discussion setting.

5) Jigsaw: Students develop knowledge (individually or in small groups) about a given topic (possibly researching beforehand) and then teach it to others. This motivates students to learn and process information deeply enough to teach it to their peers.

6) Group Grid (Or Matrix): Students are given pieces of information and asked to place them in cells of a grid according to category rubrics. This helps clarify conceptual categories and develop sorting skills.

7) Affinity Groups: Discuss ideas, identify common themes, and then sort and organize the ideas into the identified themes/groups. This helps students "unpack" a complicated topic and identify & classify the constitutive parts.

8) Gallery walk: Groups discuss and compile ideas (in lists, tables, concept maps, etc.) then rotate through these documents and take in information, ask questions, endorse points, or edit the content. This allows groups to share knowledge without having to formally present it.

9) Talking Points: Participate in a group discussion and surrender a token each time they speak. This ensures equitable participation.

10) Analytic Teams: Assume roles and specific tasks for critically reading an assignment, listening to a lecture, or watching a video. For example, each student can focus on a different aspect of the lecture (what the lecturer is saying, what is written on the slides, student comments or questions). This helps students understand the components of a critical analysis.

11) Round Robin: Discuss ideas, speaking in order from one student to the next. This provides structure to a discussion or brainstorming session and ensures student participation. An instructor can go first to get the ball rolling and provide a framework of how to respond.

12) 3-Step Interview: Pair up. Interview each other about course content and report what they learn to another pair. This helps students network and improve their communication skills.