

## Can you use the techniques identified bellow to devise a debate situation that will assist you with your revision?

Lecture/revision notes for week twenty-two, twenty-three and twenty-four are available on the DMU Commons wiki

[https://wiki.our.dmu.ac.uk/w/index.php/TECH3022\\_Advanced\\_Social\\_Media\\_Production#Lectures\\_Thirteen\\_-\\_Twenty-Four](https://wiki.our.dmu.ac.uk/w/index.php/TECH3022_Advanced_Social_Media_Production#Lectures_Thirteen_-_Twenty-Four)

### Promoting Structured Classroom Discussion

The 15 Minute Forum tonight is a sharing a technique that promotes a structured classroom dialogue and discussion. It involves students thinking about and then justifying where their viewpoint on something, along a continuum. Why do it?:

- It creates structured dialogue that builds synergy between talk and writing.
- It helps students to realise that truth is inherently 'slippery'. There are indeed 'Fifty Shades of Grey'.
- It helps students to structure thought and argument.
- It helps the teacher to create structured and disciplined discussion.
- With probing questioning, it develops verbal reasoning skills.
- There is no 'get out clause'. Students are compelled to participate.
- It challenges us to develop our questioning skills.

Start with the following slide, that poses a question:



- The students are given a post-it that they to put our name on.
- They are then asked to come and place our post-it on the 'continuum line' depending on their viewpoint.
- There are then some instructions.
- The green box indicates how to engage with the discussion, by either putting up a hand, two fingers (caution needed!) or a fist.

- When responding to a point that someone else had made, whether we were going to **agree**, **build upon** or **challenge** their response.
- The beauty of this is that it helps students think carefully about the purpose of their response.
- If we are going to have a purposeful discussion, we need knowledge to be able to do it effectively.
- This is where the yellow box comes in.
- It gives students prompts and ideas to support their argument.

So having set the scene, start the discussion, by picking a post-it to the far right of the continuum and asking that person to explain the reasons that led them to this judgement.

Then ask the same question to someone on the far left of the continuum.

Immediately we hear two different viewpoints, which will be a stimulus for people to contribute by sticking their hands/fists/two fingers up – In the nicest possible way of course!

<https://classteaching.wordpress.com/2014/02/06/promoting-structured-classroom-discussion/>

### What Happens In A Small Group Discussion

What are the characteristics of small group discussion in my classes? When you take one of my classes, you will observe that we use small groups to generate ideas in preparation for a lecture, film etc.; summarize main points in a text or reading; assess levels of skill and understanding; re-examine ideas presented in previous classes; review exams, problems, quizzes, and writing assignments; process learning outcomes at the end of class; compare and contrast theories, issues, and interpretations; solve problems that relate theory to practice; and brainstorm applications of theory to life.

### Strategies For Group Success - Getting Started

- Silence is O.K. Think before speaking.
- Maintain roles. Once each member of a group has an assigned role (e.g., clerk) for the day, agree to those roles and do not switch.
- If you do not understand what another person has said, ask for clarification.
- Respect the contributions of others. One of the ways we learn from in-class discussions is from seeing things from perspective different from our own.
- Try to give "equal air time" to everyone in the group.

### Reframe Disagreements In Constructive Ways

Say This	Instead of This
I don't think I agree. Could you explain.	That doesn't make sense at all.
I disagree because .... ' I see it differently because ....	Wow! Is that ever dumb.
I think we should check our notes and the original assignment.	That is not what the teacher asked us to do.
It might be better to .... Have you considered ....	You are dead wrong.
Does everyone agree?	Let's vote on it.
I understand how you feel, but I think you might consider also ....	That really offends me!

<http://www.uni.edu/~reineke/guidelin.htm>