

"It's My Turn": Speaking Up in Class Discussion

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Workshop Outline and Agenda

The **objective** of this workshop is to educate students about the various roles they play during a classroom discussion, to allow them an opportunity to practice a specific role, and to boost their confidence as they anticipate their next class discussion.

The **audience** for this workshop is College students and/or beginning graduate students. This workshop can also be easily modified for non-native English language students (ESL) by focusing on the culture of the American classroom and expectations for discussion-oriented learning.

Method: Discuss value of class discussion as a learning tool; Introduce roles of active listener, facilitator, clarifier, and reporter; Introduce group activity and discussion topic; Allow for discussion (10-15 minutes); Regroup and assess solutions and group roles.

The following is the outline of the flow of workshop, including ideas and definitions for learning objectives and roles, respectively.

I. Introductions

A. Introduce yourself and allow the participants to introduce themselves

B. Articulate the goals of the workshop:

to educate about the various roles we play during a classroom discussion

to allow an opportunity to practice a specific role

to boost confidence as we anticipate the next class discussion

C. Inquire about some of the specific concerns that students have?

The Workshop Agenda is also available as an overhead / handout.

II. Purpose of classroom discussion

- A. Opportunity to clarify ideas
- B. Enhance familiarity with subject
- C. Develop and evaluate ideas
- D. Opportunity to demonstrate and explore your ideas with instructor, classmates and yourself

III. The roles we play in a discussion (all at once)

A. **Participant/Active listener** - contribute to group discussion and take an active role in informing and assessing possible solutions to the scenario.

B. **Facilitator**: Helps the group to stay on topic by directing group discussion to ensure that the topic is addressed and all participants have the opportunity to contribute.

C. **Clarifier**: Serves as a reflective listener working to clarify any points that are not clear or that appear disjointed and to ensure all participants understand the ideas expressed by other group members.

D. **Reporter**: records relevant ideas and responses and may present these at a later date in a variety of formats (paper, exam, conversation, presentation).

IV. Preparing for these roles (like paper writing)

- A. Read
- B. Question
- C. Note-take and write -- record questions or ideas
- D. Review material immediately prior to discussion

V. Group discussion (activity) - assign roles and resolve problem

- Participants are divided into teams of four where each member of the group is assigned one of three role (see handouts):
 - Facilitator Role
 - Clarifier Role
 - Reporter Role
- All participants are expected to also play an Active Listener / Participant Role.

- The handouts are best divided by color-coding the roles to ensure that each group contains at least one each of the four roles ? I often assign two clarifiers to a group since everyone is assigned the role of participant/active listener.

- A. Brainstorm ideas for entering conversation
- B. Discuss responses to these ideas - what works for one, may not for another
- C. Make recommendations to larger group

VI. Large group recommendations list

- Once regrouped, invite the reporter from each group to articulate the recommendations made for the scenario presented.

VII. Wrap-up

- A. What suggestion will you take back to the classroom?
- B. Feedback Survey (workshop evaluation)

Additional Handouts:

- Oral Presentation and Discussion Techniques
- Critical Inquiry
- Resource List

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