

Teaching a Discussion Lab

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My Classroom Background

- EALL 282: Modern Korean Literature in Translation
- Number of students: 18–22
- Independent instruction
- Student-centered (instructor as facilitator)



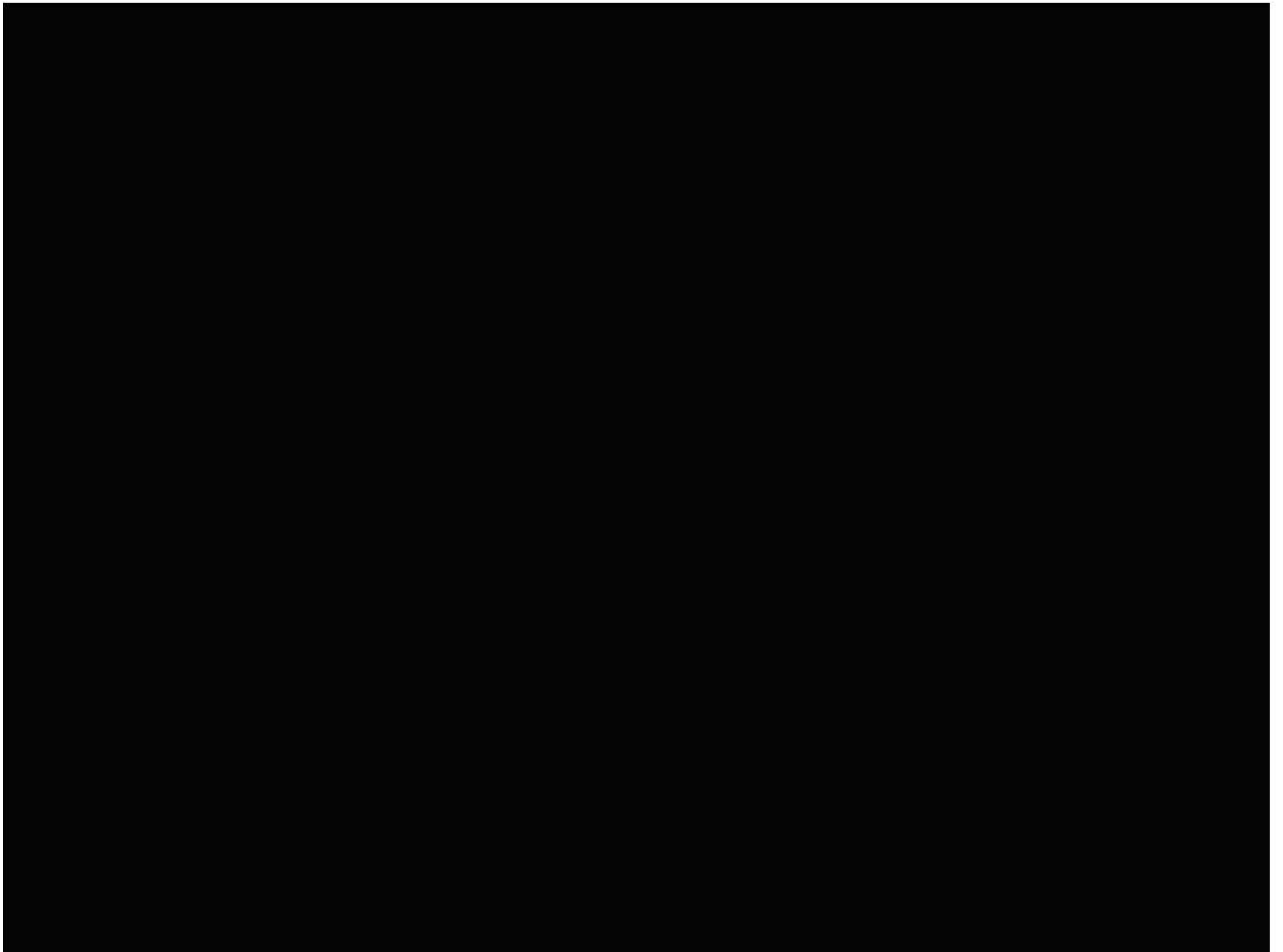
- Methods:
 - small group discussion
 - class discussions
 - interactive/fun activities
 - lecture

How to Incorporate and Moderate Engaging Discussion

- 1) Communicating your attitude
- 2) Creating a sense of community
- 3) Modeling expectations
- 4) Facilitating discussions
- 5) Providing feedback

Communicating Your Attitude





Video clips watched:

- 1) Freddy Shoop in *Summer School*
- 2) Severus Snape in *Harry Potter*
- 3) Dewey Finn in *School of Rock*
- 4) Mr. Bergstrom in *The Simpsons*
- 5) Erin Gruwell in *The Freedom Writers*
- 6) John Keating in *Dead Poets' Society*

Group Discussion Questions

- What does it mean to communicate your attitude?
- Why is this an important component?
- In which ways would you communicate your attitude?

1. Communicating Your Attitude

- Be present! You have to *want* to be there.
- Show that you care about your subject and your students. (share your background/philosophy)
- Show up to class prepared.
- Be engaging. You should genuinely want to hear what students have to say.
- Focus on collaborative learning: look forward to making discoveries together.

Creating a Sense of Community



Class Activity

When the music starts, stand up and move around the room.

Once the music stops, turn to the person closest to you and listen for instructions. You cannot choose the same person twice.

You will be given about 1-2 minutes to share your responses. For each round, share your name and department first before sharing your response.

When the music starts up again, thank your partner and continue moving around the room.



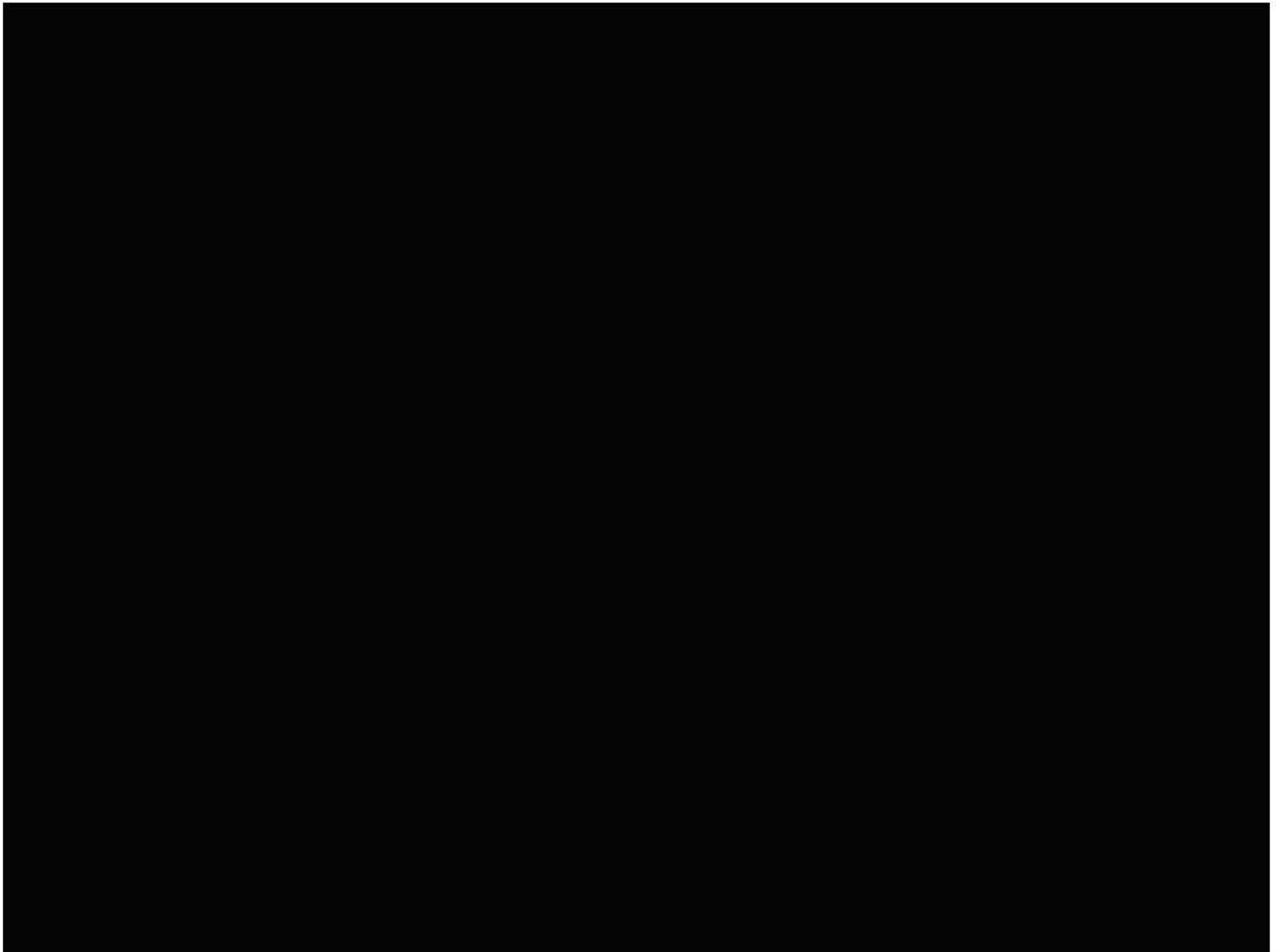
2. Creating a Sense of Community

- Learn everyone's names and get to know them
- Incorporate fun activities
- Prepare mixed small groups
- Acknowledge participation. Make connections by referencing back to points shared by students
- Emphasize common goal: learning through discussions and sharing of diverse perspectives/ideas



Modeling Expectations



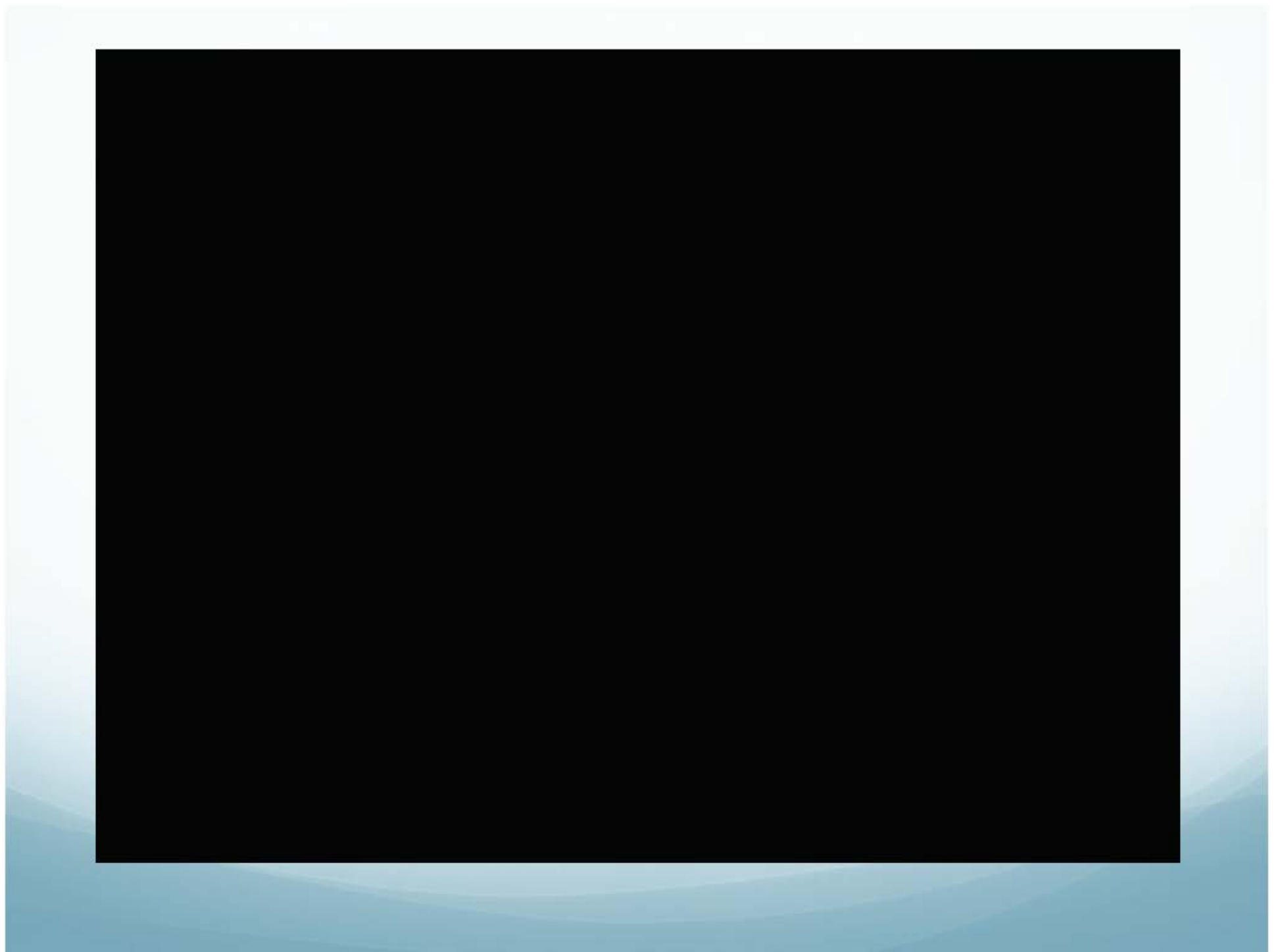


3. Modeling Expectations

- Demonstrate presentation and discussion responses
- Provide discussion guide with sample questions
- Respond to students' responses: Mention their name, clarify points made, comment specifically on either their content/method (way of critical thinking) or make connections to other points made
- Hold yourself accountable as an instructor (standards, expectations, class rules, etc.)

Facilitating Discussions

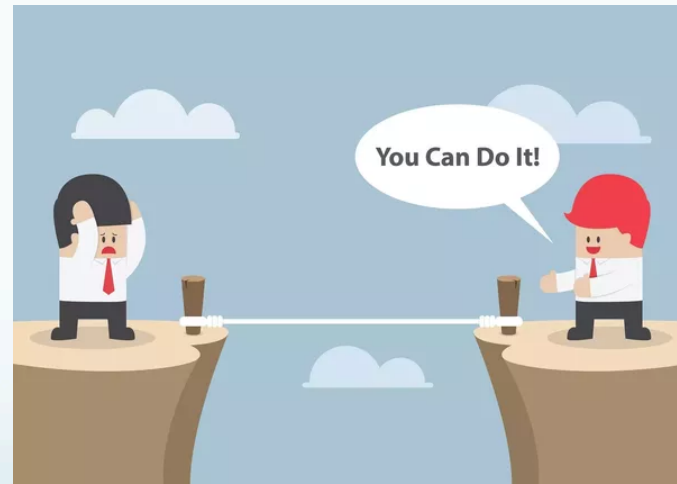




4. Facilitating Discussions

- Provide framework and come prepared with guidelines: What are the goals for today's discussion? What *needs* to be explored/analyzed? What do you hope for students to learn?
- Create dialogue: Guide discussions by asking open-ended questions within the context in the discipline. Don't ask questions just for the sake of asking and resist the urge to give away "the right answer"
- Thoughtful responses take time; don't be afraid to wait
- More structure for small group discussions (time, roles)

Providing feedback



5. Providing thoughtful feedback

- Specific rather than general
- Make it constructive and/or positive whether focusing on content or method
- Focus on method/behavior: Show *how* to think critically rather than focusing on the “right answer” (when the content or method is neither relevant or accurate)
- Consider the needs of the student. Provide feedback towards improving performance to help achieve success
- Timely and in appropriate amounts (e.g. verbally in class, by email, feedback on written assignments)

Today's Takeaways

your attitude

→ students' attitude

safe and positive learning environment

→ engaging discussion

thoughtful feedback

→ improves students' learning



Thank you and have a wonderful semester!

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