



# Teaching Methods and Strategies: Discussion Method (वाद-विवाद विधि)

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### **Self-Declaration**

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## Discussion

- The word '**discuss**' has been derived from the **Latin root 'discutere'** (डिस्क्यूटर) which means **to shake or strike**.
- Thus 'discussion' refers to **thoroughly shaking up** the subject, that is, examining it **thoroughly to reach a conclusion**.
- A discussion is an **activity of sitting and talking** about a specific subject.



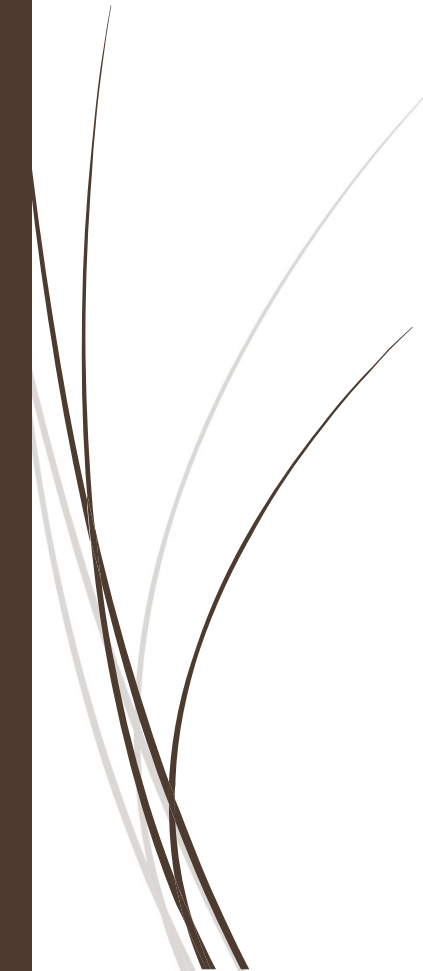
## Discussion Method

- A discussion method is **the means** by which **people share experiences, ideas and attitudes**.
  - Discussion method enable to engage in an **orderly verbal interchange** and to **express thoughts on a particular subject**.
  - Discussion involves **two-way communication** between participants.
  - In the classroom situation a **teacher and students** all participate in discussion.
  - During discussion, the **teacher spends some time listening** while the **students spend sometimes talking**.
  - The discussion is, therefore, a more active learning experience for the students than the lecture.
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- Discussion as a teaching method consists of **open-ended, collaborative exchange of ideas** among a **teacher and students** or among **students and students**.
  - Discussion method development of **students thinking, learning, problem solving, and understanding** .
  - Participants present **multiple points of view, respond to the ideas** of others, and reflect on their own ide.as



## Characteristics Discussion Method

- ✓ Ensure **maximum participation**.
  - ✓ Students have the opportunity to **criticize and evaluate**.
  - ✓ **Logical and meaningful criticism** should be accepted.
  - ✓ Students should **anchor the discussion** themselves.
  - ✓ Keeping **teachers as guide**. Teacher selects the topic only with the help of students.
  - ✓ Teacher divides the class in to **different groups** and gives the topic of the discussion to each group.
  - ✓ **Every group has a leader** to anchor and conduct the discussion.
  - ✓ Students who have leadership quality should be selected for anchoring.
  - ✓ Relevant topic should only be considered.
  - ✓ In the end, teacher draws the conclusion of the discussion with the help of leaders.
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## Key Parts of Discussion Method

The five main parts of the discussion are given as follows-

- ✓ (1) **Leader:** The leader of any debate in the class **is the teacher**. As a leader, the teacher should go to the class after **preparing a lot before conducting the debate**.
- ✓ (2) **Group:** The group consists of students with **different temperaments and thoughts**, who differ from each other in **intelligence, interest, temperament and ideas**. It is the duty of the **teacher to encourage every student** to participate in the debate.
- ✓ (3) **Problem:** The topic of debate should be such, which the students understand as their own. This subject should be according to their age, intelligence and condition.
- ✓ (4) **Content/Material:** Material means the necessary subject matter for study. Under this, books, magazines, newspapers, pictures, maps and other types of material must also be used.
- ✓ (5) **Evaluation:** The main objective of debate is to bring about desirable changes in the students.




## Appropriate use of discussion method

- Discussion method is used in areas in which students **already have some knowledge or experience**,
- Students can **draw on their experience to contribute** to the discussion.
- All subject **except mathematics, art, music, dance** can be taught.
- Discussion may also be used, **following a lecture or demonstration**, to help trainees **apply what they have learned**.



## Planning for discussion method

- ✓ Teacher should guide the discussion to **keep it on the track**.
  - ✓ **Proper objectives can be defined** of discussion
  - ✓ It must be **guided by the instructor** and he/she must share his/her personal experience and opinions
  - ✓ **Every one** in the group be given the **opportunity to talk**. Even those students who are of **shy nature** be compelled to participate in it
  - ✓ Encourage the students/ Express what had been learned.
  - ✓ instructors responsibility to see that the objectives are met or not.
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## STAGES OF DISCUSSION

Presentation

The teacher gives a problem



Discussion

Student try to find a solution



Evaluation

Student learns on his own with the help of the problem

# STEPS OF DISCUSSION

The following procedural steps in discussion:


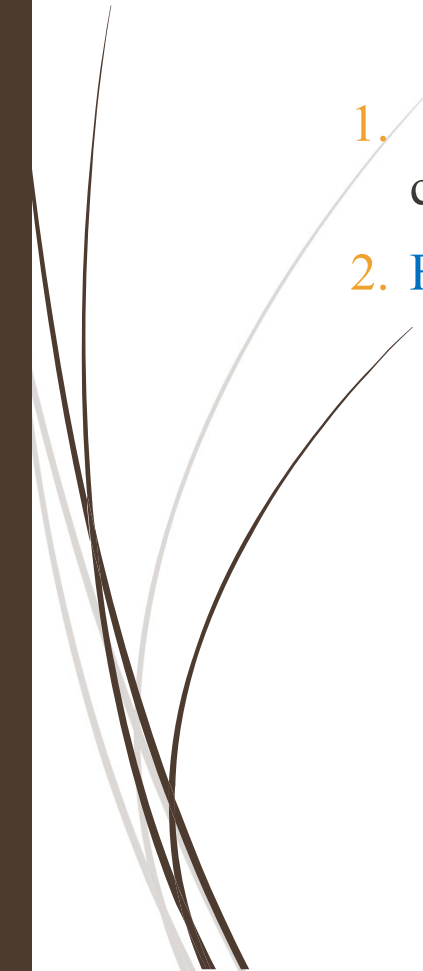
- ❑ Decide the topic and scope of your discussion.
- ❑ Narrow it down.
- ❑ Pick a starting question.
- ❑ Be prepared.
- ❑ Make arguments.
- ❑ Move from the known to the unknown.
- ❑ Manage personalities
- ❑ Summarize as you go.
- ❑ Tie it all together.





## Types of discussion Method

- ✓ Small group discussion technique
- ✓ Socialized classroom discussion technique
- .....
- ✓ Panel discussion technique/ Panel discussion.
- ✓ Formal discussion.
- ✓ Informal discussion.
- ✓ Parliamentary discussion.
- ✓ Individual discussion

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1. **Panel discussion:** Panel discussion is a Discussion In which a few person carry on a conversation in front of the audience.
  2. **Formal discussion:** In this type of discussion-
    - ✓ class is divided in to small groups.
    - ✓ A topic is given to all groups.
    - ✓ Each group select its leaders and divide responsibilities in all group members.
    - ✓ Students participate in discussion in the form of groups.



## 1. Informal discussion: In this type of discussion

- ✓ A topic is given by the teacher to students .
- ✓ All the class participate in discussion.
- ✓ Grouping is not done in the class .
- ✓ Every students has a chance to speech.

## 2. Parliamentary discussion: In this type of discussion

- ✓ The whole class is divided in to two groups .
- ✓ one group is in the favor of the topic and other group is in the opposite .
- ✓ Teacher guide the students whenever necessary.
- ✓ Individual discussion In this type of discussion
- ✓ Teacher discuss with an individual on a topic which is related to topic
- ✓ Personal problem of the student also being discussed.

## Advantages of Discussion Methods

Discussion method can develop following abilities among students

- ✓ Thinking and communicating powers
- ✓ Leadership quality
- ✓ Expression ability
- ✓ Problem solving ability
- ✓ Creativity
- ✓ Emphasis on learning instead of teaching
- ✓ Participation by every body
- ✓ Develop democratic way of thinking
- ✓ Increase knowledge
- ✓ Made interest
- ✓ Generate new ideas
- ✓ Develop leadership quality
- ✓ Develop Problem solving ability
- ✓ Create motivation and confidence
- ✓ Motivation and confidence In short higher level cognitive and affective objectives can be realized through discussion method.

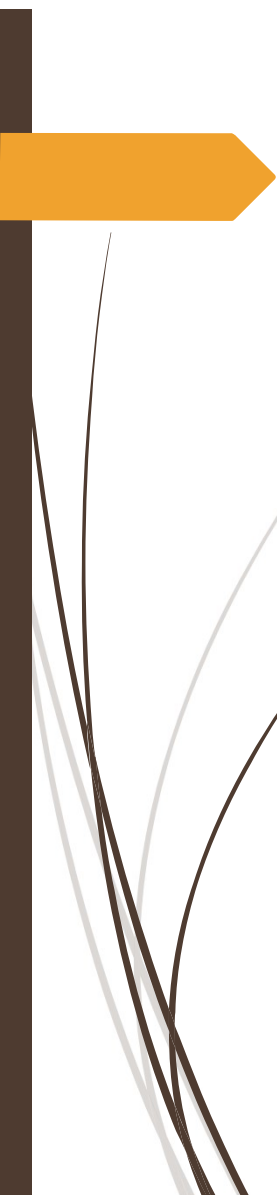


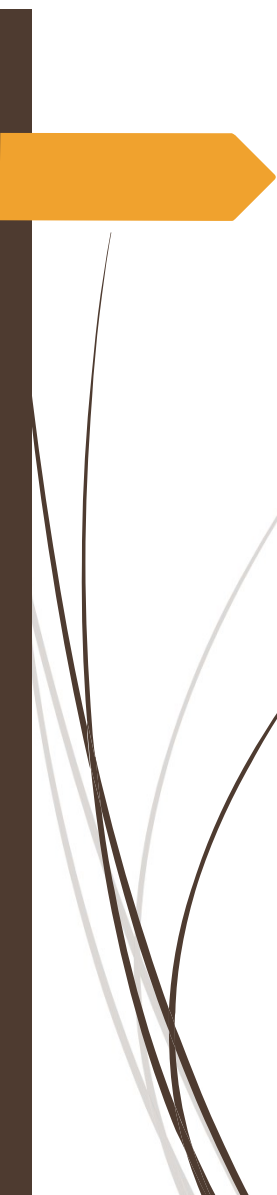
## Disadvantages of Discussion Method

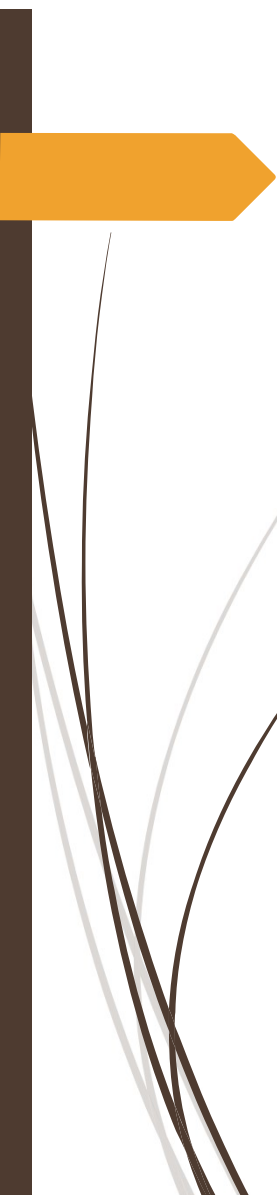
- ✓ More **time and effort**
- ✓ May **not be end** with solution
- ✓ **Not** adaptable to **all teaching-learning situations**.
- ✓ **All topics are not** able to teach through this method
- ✓ **Teacher may not** be able to guide and provide **true leadership**
- ✓ There is a chance that **only a few students** may dominate the whole discussion.
- ✓ It is possible that discussion is **initiated on those** aspects of the problem with which **few prominent students** of the class are concerned.
- ✓ If it is not properly guided, a discussion **can degenerate into a consideration of inappropriate topics** adding **confusion rather than clarification** to the lesson.

# PRINCIPLES OF DISCUSSION

- ❑ Listen the person who is speaking.
- ❑ Only one person can speak at a time.
- ❑ Raise your hands to be recognized if you want to say something.
- ❑ Don't interrupt when someone is speaking.
- ❑ When you disagree with someone, make sure that you make a difference between criticizing someone's ideas and criticizing the person.
- ❑ Don't laugh when someone is speaking.
- ❑ Encourage everyone to participate.







## सारणी : शिक्षण नीतियाँ तथा शिक्षण विधियाँ

शिक्षण नीतियाँ (Teaching Strategies)	शिक्षण विधियाँ (Teaching Methods)
1. शिक्षण नीतियों का चयन उद्देश्यों के आधार पर किया जाता है।	1. शिक्षण विधियों के चयन में पाठ्य-वस्तु की प्रकृति पर ध्यान दिया जाता है।
2. शिक्षण नीतियों में व्यवहारों और सम्बन्धों का स्थान महत्वपूर्ण है।	2. इनमें पाठ्य-वस्तु तथा उसका प्रस्तुतीकरण महत्वपूर्ण माना जाता है।
3. शिक्षण नीतियाँ शिक्षण को विज्ञान के रूप में मानती हैं।	3. शिक्षण विधियाँ शिक्षण को कला के रूप में मानती हैं।
4. शिक्षण नीतियों का मुख्य कार्य उपयुक्त सीखने की परिस्थितियाँ उत्पन्न करना है।	4. शिक्षण विधियों का मुख्य कार्य पाठ के प्रस्तुतीकरण को अधिक प्रभावशाली बनाना होता है।
5. शिक्षण नीतियों के मूल्यांकन का मापदण्ड उद्देश्यों की प्राप्ति होता है।	5. शिक्षण विधियों के मूल्यांकन का मापदण्ड पाठ्य-वस्तु पर अधिकार प्राप्त करना होता है (Command on the Content)।
6. इसमें सूक्ष्म उपागम (Micro Teaching) का अनुसरण किया जाता है।	6. इसमें स्थूल उपागम (Macro Teaching) को अपनाया जाता है।
7. यह Modern human organization theory का उपहार है।	7. यह Classical human organization theory की देन है।

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**Thank you...**