

1. GUIDED DISCUSSION

Required Material

Approx. duration: 1 h

Groups of: 4-6

Competencies involved: S, L, R, W

Level: All

·Printout or electronic version of the text

·Whiteboard and marker (optional)

·Laptop (optional)

·Answer sheet or evaluation booklet

Activity Description

The goal of this activity is to help students develop their reading comprehension skills through communication with their peers, improving their listening and speaking skills in the process. Like most active learning activities, the guided discussion offers the students deep learning, thanks to the continuous interaction involved. [1]

Groups of 4 to 6 students are asked to collectively find the answers to specific questions about a text that they have previously read as a homework (flipped classroom). The questions must be displayed on the main board, ideally one at a time. They must motivate the students to search through the text and discuss their findings.



Once they have done that, they must write down a brief answer on a whiteboard or a sheet. They should alternate note-takers.

The activity recap usually consists of an open question for the whole class that sums up the main point of the reading. Multiple recaps can be done throughout the activity after each question has been answered. To encourage active participation, the teacher can decide to make this activity summative using observational assessment or self-evaluation.

Preparation

TEACHER

- Team formation
- Reading selection and assignment
- Questions and answers formulation
- Booklet preparation and distribution (if applicable)

STUDENTS

- Text reading and annotation at home
- Vocabulary research
- Notebook or booklet handy

Workflow

TEACHER

1. Gives out the instructions.
2. Displays the question(s) on the main whiteboard
3. Walks around the classroom to verify the students' progress.
4. Times the activity steps and guides transitions.
5. Proceeds to a collective recap (done orally or through a poster).

STUDENTS

1. Work together to find the answer(s) and interact with the teacher.
2. Write down the answer on their whiteboard or sheet.
3. If applicable, self-evaluate.



Evaluation options

TEACHER

- Observational assessment using an evaluation grid that has previously been shared with the students
- Summative evaluation of an answer booklet

STUDENTS

- Self-assessment through a booklet that includes global comprehension questions

Tips

- Short answers such as keywords, phrases and short texts work best for this activity since the focus is on the communication.
- To implement an inclusive discussion environment and healthy group dynamics, "[...] use an icebreaker activity [at the beginning of the term] and ask students to introduce themselves and describe their interests and backgrounds so they can get to know one another." [2]

[1] Herling, F. (2019). Assurer la cohérence et l'efficacité de son enseignement. [Ensuring teaching coherence and efficacy]. Coup de pouce pédagogique. Direction de l'apprentissage et de l'innovation pédagogique et de l'innovation pédagogique. HEC Montréal.

https://ernest.hec.ca/video/DAIP/pdf/Coup_de_Pouce_Pedagogique_2_Assurer_la_coherece_et_l_efficacite_de_son_enseignement.pdf

[2] University of Waterloo. (n.d.). Facilitating effective discussions. Center for Teaching Excellence. <https://uwaterloo.ca/centre-for-teaching-excellence/catalogs/tip-sheets/facilitating-effective-discussions>