

## Group Organization and Class Discussion Facilitation



Collaboration is one of the most beneficial aspects of in-person classes! And teaching others is one of the best ways to learn something; therefore, we will be practicing both this semester with group led discussions. The class will be divided into 5 groups, and this will be your group for the entire semester.

As a group, throughout the semester you will be given opportunities to pursue your personal interest through collaboration, working on your papers and a Capstone project. Your group will also facilitate two class discussions on content specific topics.

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### Getting Started

- Say hi! Introduce yourself!
- Then, exchange phone numbers, emails, or however your group wants to stay in touch.
- Create a Google doc that your whole group can contribute to. You should also add me to this document so I can monitor collaboration, discussions, and your overall progress throughout the semester.
- Create a plan!

### Group Led Discussion

Each group will facilitate a discussion two times during the semester. You will need to plan ahead so be sure to look at the schedule and you're assigned to dates! Discussions may involve the entire class or small groups.

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### **Discussion Facilitation #1: Small Group Guidelines**

After reading the assigned articles, your group should meet to develop a set of 5 questions (1 per group member) to be used when facilitating the small group discussion of the reading.

- These questions must be emailed to me by one member of the group by 8am on the day your group is facilitating.
- Consider follow up questions and how you will guide your small group as you focus on your question.
  - What responses do you expect? How will you respond?
- After your small group, you will share out your group's discussion with the class

### **Class Responsibilities for Discussion:**

- Complete the reading material before class
- 5 minutes prior to the discussion, the questions will be posted on the board. The class should jot down answers to these questions and consider the following:
  - Make connections to other reading material from the unit
  - Make connections to another group's presentations.
  - What real world applications are there?
  - What associations can you make?

### **Grading Criteria**

1. Group discussion facilitations will be worth 4 points each and worth 8% of your overall grade.
2. Each individual will receive a grade based in part on the group's work and in part on their individual contributions to the group.
3. Grades will be determined by the following:
  - The grade and feedback provided by the group
  - The quality of the questions developed (identifying key themes and arguments; creative and critical evaluation of the reading; ability to generate discussion).
  - The cohesiveness between the questions, including a clear plan to the discussion.
  - Each individual's participation in the facilitation.
  - No-shows receive an automatic "0"

### **Discussion Facilitation #2: Large Group/Class Guidelines**

The group's second facilitation will take a little bit more planning than the first. Your group will find an article based on the content we are currently focused on. You can and should use the class assigned articles as inspiration. You may find articles that oppose opinions we have been discussing, offer a different perspective, but overall should contribute to a deeper understanding of the overall topic.

- This article and corresponding questions will need to be assigned one class period before the group's discussion facilitation.

- Consider follow up questions and how you will guide the class to maintain focus and relevancy.
  - What responses do you expect? How will you respond?

### **Grading Criteria**

1. Group discussion facilitations will be worth 4 points each and worth 8% of your overall grade. You will be provided individual feedback each time your group facilitates, which will be used to determine your course group facilitation grade.
2. Each individual will receive a grade based in part on the group's work and in part on their individual contributions to the group.
3. Grades will be determined by the following:
  - The quality of the questions developed (identifying key themes and arguments; creative and critical evaluation of the reading; ability to generate discussion).
  - The efforts of the group to stimulate a lively discussion and overall cohesiveness between the questions, including a clear plan to the discussion.
  - Each individual's participation in the facilitation.
  - No-shows receive an automatic "0"

### **Class Responsibilities for Discussion:**

- Complete the reading material
- Post to the class discussion board before class
- 5 minutes prior to the discussion, review the responses posted in the class discussion board. Consider the following:
  - Make connections to other reading material from the unit
  - Make connections to another group's presentations.
  - What real world applications are there?
  - What associations can you make?

### **Guidelines**

Please follow the guidelines below in the development of your questions:

#### **Preparation**

- Figure out how each group member will actively participate in the facilitation. You don't want to have one of your members standing there looking lost while the others are engaged. Support each other and find what strengths each person has that can contribute to the group.
- Use your group's Google doc! This is a collaboration project; therefore, I should see contributions from each member of your group documented on your Google doc.
- I strongly encourage you to meet with me a couple of days prior to your group's first facilitation to go over your questions and facilitation plan.

### Question Types

- Use [Costa's Level of Inquiry](#) to develop your questions
- At least one question should reference a specific quote and page number(s) in the reading. This serves to keep the discussion grounded in the text.
- Be sure 75% of the questions create “open-ended” questions that don't have a factual or a “right vs. wrong” answer. A successful question will provoke a range of interpretations and thoughtful discussion. A good question is also one about which the students in the class may sincerely and enthusiastically disagree.
- Make sure the questions all vary. This is where the collaboration comes in! Work together and help each other to create the most thoughtful questions, considering the order and how they build off of one another as well.
- You should consider preparing some follow-up questions for each of the larger questions to ensure that the class discussion flows, but you may also need to craft them on the spot during the discussion based upon the direction the conversation is taking.

### Submission

- The group should decide together on the main ideas to be discussed, but each question needs to be written by a different member of the group. The member's name should be indicated in parentheses following their question on the list sent/posted
  - Submitted questions must be typed and in MLA format, including double-spacing.
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