

Moreover, great emphasis is placed on creating a classroom environment that encourages students to interact with one another. The teacher also encourages cooperative learning and emphasizes the need for students to engage in meaningful dialogue. Although the teacher initiates the activity, he or she does not assume a leadership role but rather participates as a member of the group, and everyone adheres to the guidelines for acceptable discussion behavior. – 107 –

The list that follows contains a set of basic skills that most experts in human communication would agree are necessary for participants to be successful in a large-group classroom discussion. On the contrary, an effective plan for discussion must provide only the organizing framework to ensure meaningful and productive dialogue. If a teacher wishes to create for students the same sense of satisfaction or completion achieved by the TV writer, then that teacher must learn how to use planned endings, or closure, skillfully. Research in the psychology of learning indicates that learning increases when teachers make a conscious effort to help students organize the information presented to them and perceive relationships based on that information. To determine what can be learned from a completed laboratory experiment, an extended research project, or a meaningful field trip. To explore the similarities and differences of various environments. Most experts in group dynamics agree that one of the keys to preparing for successful classroom discussion is the ability of the teacher to create an atmosphere of trust among students and between teacher and students. Before you implement your plan for conducting a discussion, be certain to include time for familiarizing your students with the skills needed to participate effectively in an open group discussion. Before you begin doing this, you should take time to familiarize yourself with the kind of organizing framework an experienced teacher might use for planning a successful discussion:

- 1– Have a goal (objective) in mind to serve as a guideline for what students are expected to learn.
- 3– Prepare the materials to be used; that is, readings, DVDs, or Web sites to be explored, list of discussion questions.

Discussion serves several important purposes as a vehicle for involving students in learning:

- 1– Students acquire new knowledge.
- 2– Develop a clear statement of the content to be covered; that is, concepts to be developed or issues to be explored.
- 4– Formulate a set of procedures or guidelines for participation.

To end a skill-building activity, such as practicing basic functions in arithmetic. The constructivist views the teacher, for the most part, as a facilitator. The teacher provides learning situations in which students have an opportunity to conceptualize for themselves and create their own understandings. That is why dialogue, or classroom discussion, is being viewed as one of the most important learning situations teachers can use to help students create knowledge for themselves. Successful completion of these questions meets the objective of the learning activity. – 106 –

Preparing Students for a Discussion: Although learning how to plan for a successful discussion is extremely important, it is just as important to know how to prepare students to participate effectively in discussion. Ensuring meaningful discussion requires the same care you give to planning an entire lesson. – 108 –

This does not mean that the outcome of a discussion is something one should predict or predetermine.

- 5– Create a means to evaluate discussion results through written homework, classroom activity, testing, or observation of student response to oral questions.

Closure is a term used to refer to those actions or statements by teachers that are designed to help students bring things together in their own minds, to make sense out of what has been going on during the course of the lesson. To reinforce

the presentation of a guest speaker. A planned discussion is one that permits open interaction between student and student as well as between teacher and student. – 104 – Exercise (3): The following questions are designed to determine your knowledge and comprehension level. Students must be made to feel that the classroom is a safe place to express their ideas and feelings without running the risk of being embarrassed or ridiculed. Many teachers make the mistake of thinking that students are born with the ability to communicate effectively in an open discussion. Students must learn the basic skills required to participate effectively in a discussion. Study the list carefully before initiating your first classroom discussion.

5– Learn to cooperate for the purpose of seeking solutions to the problem at hand. 7– Learn to stay focused on the issue and avoid irrelevant comments, questions, or stories. Planning a Discussion: Although good discussion can evolve spontaneously, there is no guarantee this will happen on a regular basis. – 110 – When to Use a Planned Ending: Now that the planned ending has been defined and its purposes explained, you are ready to focus specifically on when the teacher uses it in the course of the lesson. This is the function of both planned beginnings and planned endings. To end a long unit of work that the class might be studying, such as animals, plants, or atom structure. To consolidate learning of a new concept or principle. To consolidate learning experiences on a field trip.

2– They learn to express clearly their own ideas or views. – 103 – 3– They learn to evaluate their own thinking and the thinking of others. 4– They learn to reflect on ideas different from their own. 5– They learn to share personal opinions. Examples of when to use discussion ? To compare different solutions to the same problem. 1– Define in your own words the term planned discussion. 2– State three specific purposes for using planned discussion in a lesson. – 105 – 3– Describe briefly three different situations in which you would use a planned discussion in your lessons. This is just not true. 1– Listen respectfully even if you disagree with what is being said. 4– Learn to take responsibility for getting a task done. 6– Learn to listen critically. An effective lesson plan will usually indicate where the students will be going, how they will get there, and how they will know when they have arrived. Making certain that students know when they have arrived is the result of the skillful teacher's use of the planned ending. Examples of when to use a planned ending ? To follow up a homework assignment reviewed in class. To end a laboratory exercise. ??.....

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.....2- Learn to avoid interrupting others when they are speaking.3- Learn to keep an open mind to different points of view.8- Learn how to come to a common understanding to which all can agree.- 109 - Third: What Is a Planned Ending?Another way to look at the planned ending is to compare it to the paper-and-pencil process of lesson planning.The role of the teacher is to plan a lesson so that it begins and ends in such a way as to involve the students in
??? - learning.???????- 111