

EaPGREEN

Partnership for Environment and Growth



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Organizing and Facilitating a Learning Discussion at the Training

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Georgia

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Types of questions in teaching and learning

Open-ended

Closed

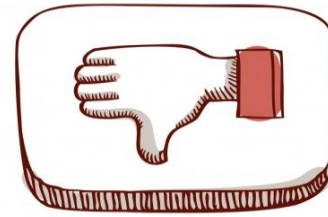
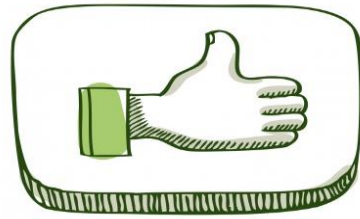
Multiple options
(versions) of an
answer
Purpose?

Problem-based
(controversial) .
Indicate a
controversy

One correct
answer option

Controversial question arguments

for



against

- 1.
- 2.
- 3.

- 1.
- 2.
- 3.

P.R.E.S. method



Point of view	<i>I think...</i>
Reason	<i>Because...</i>
Example (specific facts, statistics)	<i>For example,...</i>
Summary	<i>So (consequently),...</i>

Types of discussions

- A **guided discussion**, where the central role is given to the facilitator, or expert, who knows how the topic of discussion should develop, and who can give an competent feedback on the participants' opinions in the end.
- A **structured discussion**, developed by the facilitator for the group to solve problems that include performing and special task and further reflection of the results (e.g. after conclusions from the discussion have been made, participants offer their comments).
- A **free discussion**, where participants are the main actors and the facilitator plays an intermediary role. He/she opens the discussion, does not intervene later, just helping to move it forward. The task of the facilitator is to listen actively and draw conclusions from the discussion to represent the range of participants' opinions.

Criteria to evaluate a discussion

- Different views are expressed, including opposing ones.
- Over 50% of participants have their say.
- The opinions are well-argued (participants demonstrate their competence on the issue in question).
- The participants observe the rules of discussion.

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What thoughts, feelings does this
information engender in you?
Why did we include it into the
programme?
Was it helpful to you?

*THANK YOU
FOR YOUR ATTENTION*

