

## **Guided Group Discussion: Engaging ALL students in an inclusive classroom through Jigsaw Method and Dilemma Discussion Group strategies**

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### **Presentation Objectives:**

- Introduction of Guided Group Discussion (GGD) strategies as a vehicle to include ALL students in classes influenced by IDEA, NCLB, ADA (section 504); for example, homeless, ESL, at risk, transient, migrant, gay/lesbian, students with disabilities, etc.
- Introduction of Guided Group Discussion strategies as a vehicle to increase engagement including a sense of belonging and contribution for ALL students
- Introduction of Guided Group Discussion strategies to increase active learning, social interaction, social skill development, and academic achievement for all students
- Introduction of Guided Group Discussion to achieve Common Core expectations.

**Key: Not all cooperative learning exercises are the same.**

### **WHY GGD: General**

- Experiences are novel, curiosity aroused
- An economical way to achieve the following:
  - Promotes social interaction; key element in learning with understanding
  - Increases interpersonal sensitivity across gender, race, disability, and class through the shared experience(s)
    - Promotes interdependence based on achieving common goal(s)
    - Promotes cognitive development through:
      - Advancing critical thinking
      - Metacognitive reflection or thinking about one's thinking
      - Higher order thinking/ advanced reasoning
- **Promotes belonging and contribution!!!!!!**

### **Teacher's Role**

- Development of groups; preferably heterogeneous
- Preparation of exercise
  - Topic for exploration/subdivisions
  - Dilemmas
  - Training of student "experts" in Jigsaw Method
  - Promoting and sustaining discussion in Dilemma Discussion Group
  - Probe questions
- Development of student engagement strategies
- Feedback/reflection on group behavior
- Setting rules of engagement

### **Activity Rules (Rules of engagement)**

- Encourage and respect diverse opinions
- React to ideas not people
- Patience; wait turn
- Listen carefully (introduce concept of paraphrasing in experienced groups)

## **Jigsaw Method**

### **WHY? (Unique reasons)**

- Promotes research skill development
- Promotes Common Core Objectives
  - Integration of literacy skills, e.g., listening and speaking
  - Use of evidence to support claims
  - Use of content/subject language to construct arguments
  - Critiquing the work of others
  - Use of complex/authentic texts for information gathering
- Promotes cognitive skill development through reciprocal teaching experiences that encourage:
  - Clarifying
  - Organizing
  - Relating to prior knowledge of group
  - Making meaningful
  - Engaging ALL students, i.e., promotes belonging and contributing
  - Responding to questions

### **Jigsaw Method Organization**

- heterogeneous groups
- shared reward emphasis is key to experience success
- Teacher guides research, preparation of material and delivery training
- Divide class into equal size groups
- Assign each group member a number
- Each number represents a sub-topic
- Each sub-topic researched by a group member
- Each sub-topic is presented to the group by the student researcher
- Group members interact on each sub-topic to achieve understanding
- Each groups knowledge/understanding is assessed
- Group members share assessment grade/reward

## **Dilemma Discussion Group**

### **WHY? (Unique reasons)**

- Promotes "controversy" that challenges current thinking and reasoning
- Promotes intellectual/cognitive confusion that needs correction as group seeks consensus
- Consensus seeking promotes deliberation, compromise and acceptance

**NOTE: The key to Jigsaw is the process; rarely is consensus achieved because there is not enough time.. The pursuit of consensus is the critical factor!!!!**

### **DDG Organization**

- Present dilemma
- Clarify facts, definitions, conflict "horns"
- Test for understanding of the dilemma
- Allow each student to think about the dilemma, decide and justify position
- Break class into small groups (2-4 students; heterogeneous) for sharing ideas and discussion of position

- Bring all groups together to achieve consensus  
Teacher offers insights, alternate options and asks probe questions (see below)  
Teacher elicits participation

**Key: Teacher does not take a position or stand**

**Probe Questions** (Teacher's role designed to advance discussion, promote participation and achieve consensus. Teacher does not push for particular view or position. Key: Not the outcome but the journey!

- What do you mean? (Clarification question)
- Is it ever permissible - right - OK to ...? (Focus question)
- How would you explain that from so-and-so's view? (Change perspective question)
- What if everyone ...? (Universal question)
- Would you accept this yourself? (Reversible question)
- What if your best friend - sister - etc... (Complicating question)
- Ever happen to you? (Experience question)

**Note:** Many practitioners use Bloom's Taxonomy to develop questions for DDGs. The Taxonomy allows questions at different levels of cognitive demand that makes the Taxonomy an excellent way to differentiate participation.

## Develop a Dilemma

1. Focus on content that is meaningful to the student's lives or current experiences in and outside class. Dilemmas may (and often are) developed to explore moral, social and political issues related to course content.
2. Specify "horns" of the dilemma, i.e., the alternate views of the problem that produce the conflict. Conflicts are often developed between two of the following:

Social expectations	Affiliation
Truth	Law
Civil liberties	Conscience
Personal concerns	Property
Caring for others	Authority
Contracts	Punishment
3. Specify central character or the protagonist who must decide a conflict within choices
4. Promote dilemma discussion with "What should so-and-so do (have done) and WHY?"

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