

# **GUIDELINE FOR GROUP DISCUSSION AND REFLECTION METHODS**



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# **GROUP DISCUSSION**

## Overview

In Outcomes Based Education (**OBE**), instructional delivery is the process of planning, teaching, facilitating, assessing, moderating, recording and reporting students' learning. It also focuses on methods and techniques in engaging students in the learning and teaching processes. Lecturers should be able to devise and apply appropriate delivery methods to ensure students achieve the learning outcomes and to instill in them the sense of responsibility of their own learning process.

The intent of this guideline is to present the methods for group discussion and reflection used in TVET institutions.

It focuses on the methods used by practitioners in TVET institutions nowadays.

With ample methods and techniques put forward, the reader should choose the methods that best suit the environment in L & T.

We hope this guideline will be a valuable reference for academicians in TVET institutions to achieve the best highest standard of TVET educators and learners.

# JIGSAW METHODS

## Methods:

1. Form a “home team” (Grouping by either name, date of birth, state or count number 1 to 5)
2. Divide the “home team” to “expert team” by following the numbers or state (new group as expert team)
3. Discuss the topic given in “Expert team”  
– Do “Round robin brainstorming”
4. Learn in “expert team”
5. Study
6. Prepare to teach to your “home team”
7. Back to your “home team”- teach them (teach each other)
8. Prepare product/ complete task
9. Large group sharing- can use “gallery walk graffiti”

# PLACE MAT

## Methods:

1. Each group member will write their own ideas/ responses in the section of paper allocated.
2. Group member will share their answers
3. Common themes/ answer are recorded in the middle of the place mat.
4. Presentation

# ROUND ROBIN BRAINSTORMING

## Methods:

1. Class is divided into small groups ( 3 to 5) with one person appointed as the recorder.
2. A question is posed with many answers and students are given time to think about the answers.
3. After the “ think time”, members of the team share responses with one another using round robin style.
4. The recorder writes down the answer of the group members.
5. The person next to the recorder starts Giving responses, follows by others in the group in order gives an answer until the ends.

# **GALLERY WALK**

## **Methods:**

1. Put up several large sheets of chart paper (kertas mahjong) on the walls in the classroom.
2. Space the chart pages so that learners are able to walk from one chart to another.
3. Label each chart with questions, statements, or issues related to the topic.
4. While the music is played (optional), learners walk around the room writing their responses on the charts.
5. Learners are assigned a direction to move or they can move randomly.
6. They can do the activity as individuals or in small groups of three to five.



7. After they've written on all the charts, learners take a "gallery walk" or tour of the room, reading the charts and jotting down their observations on a worksheet.

# REFLECTIONS

# **FIRE SIDE CHAT**

## **Method:**

1. Each member of a team choose another member to be a partner.
2. During the first step one of the pairs interview their partners by asking clarifying questions.
3. During the second step the roles are reversed.
4. For the final step, members share their partner's responses with the team.

# EXIT CARD

## Methods:

1. The lecturer can call a leader from each group to tell a fact learned in class before dismisses the class.
2. The lecturer can also ask the leader to write a fact on a piece of paper (or card).
3. The lecturer stands at the door collecting paper (card) to make sure that each student completes the task.

# ONE MINUTE PAPER

## Methods:

1. Reflection of teaching and learning by giving Q & A problem faced by students.

(Asks students to write down short answer for two questions)

# TICKET OUT THE DOOR

## Methods:

1. Students reflect on their learning on a piece of paper and give it to the lecturer on their way out.
2. Then put up the tickets on the concept/question board. This is an easy way to fill up the board with genuine learning and helps students reflect on their learning at the same time.
3. The lecturer will keep an eye on these tickets for any misconceptions.

## **3 MINUTES REVIEW**

### **Methods:**

Lecturer stops at any time during a lecture or discussion and give teams three minutes to review on what has been said, and ask clarify on questions or answers.

# REFLECTIVE JOURNALS

## Methods:

1. Journals, although generally written, can also contain images, drawings and other types of references materials.
2. Writing reflection papers is a way to make sure that learners keep up with readings. If learners are not required to hand in something, they will simply not do the readings. The reflection papers is a way to “force” them to make sure they keep up with their responsibilities in class.
3. Writing reflection papers is a way for learners to develop their own ideas and thoughts on topics they read about and discuss. It helps them **build their critical thinking skills.**
4. Writing reflection papers will help learners **improve their writing skills.**



5. Reflection papers serve as a basis for class discussion on the day they are due – so the lecturer will know everyone has something to talk about because each person wrote about something!

## **Conclusion**

It is of paramount importance for delivery methods to achieve the learning outcomes of programs. This should require some form of alignment during the delivery process in order to achieve the goals. In this respect, lecturers need to incorporate evaluation in their delivery to verify students' performance in their learning activities.