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"Strengthening State Plans for Human Development"

Training of Trainers Workshop on Human Development

Training Technique -3

How to lead a Discussion: Case Study as a tool

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Discussion

Learning Outcomes:-

Knowledge acquired through this module will allow the participants to:-

- Explain the purpose of discussion
- State how to lead a discussion
- State how to prepare for leading a discussion

INTRODUCTION

As the trainer, responsible for helping others to learn, you may not always be the subject matter expert. Sometimes your learners may know as much as you, or have as much or more experience than you on certain topics. Often you will be helping highly experienced, mature, people who are more likely to respond to an organised exchange of ideas and opinions, rather than to 'being told' or taught. In such a situation you may choose a method that facilitates learning by experience sharing and cross fertilisation of ideas. The Glossary of Training Terms defines the discussion method as:

'A training technique in which the learning derives principally from the participants themselves rather than from an instructor'

Discussion as a method should not be used to 'teach' knowledge new to the learners. It should be used more for sharing experience, encouraging and developing thinking, modifying attitudes and getting commitment. A discussion for training purposes allows individuals to express their concerns and ideas, and to build upon and develop the ideas of group members. We use the method to continue a learning process started by other training methods, such as case studies and group. The purpose of the discussion may be to:

Share views

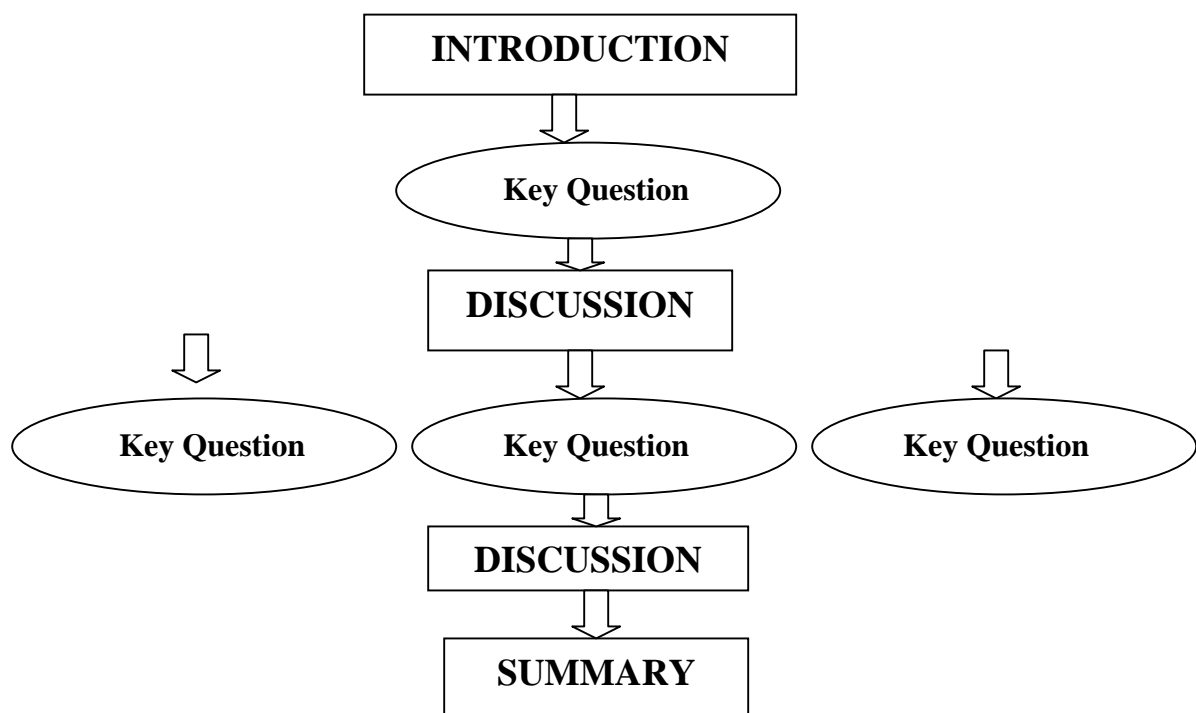
- * *Collect and generate ideas*
- * *Obtain reactions and agreement.*
- * *Develop team work*
- * *Solve problems*
- * *Develop decision-making skills*
- * *Change attitudes*
- * *Consider practical application of theory*

* *Develop evaluative and synthesising skills*

* *Stimulate motivation and commitment*

To be effective, discussions must allow every member of the group to contribute. This means that there is a limit to the number of people who can participate in a discussion. Between eight and twelve participants is about the optimum number for effective learning. If there are more members, a discussion may be unwieldy, and if there is less it may not stimulate sufficient ideas for a useful discussion.

Figure 1: The Structure Of A Discussion



To ensure a dynamic, stimulating and effective discussion you need to consider how we can structure a discussion. Figure 1 illustrates a model that has proved helpful in planning and running discussions.

The discussion begins with a brief introduction from the leader. This should settle the group, establish the topic for discussion, and stimulate interest and willingness to participate in the discussion. We should plan the introduction before the discussion.

After the introduction, the group need a thought-provoking and demanding question that will make them think and want to contribute. We call such a question a Key Question.

The first Key Question is critical to the success of the discussion. It needs to be considered beforehand and carefully prepared to:

- * *Introduce the subject.*
- * *Explain the purpose and reason for the discussion*
- * *Link the discussion to prior learning experiences*
- * *State the objective, if appropriate.*

After the leader has posed the Key Question, discussion takes place within the group. You will be involved in that discussion actively listening and occasionally making contributions, depending upon the needs of the group. When we have extracted the learning benefits from the first key question, the group moves on with another key question.

Additional Key Questions can be prepared in advance, at least in outline. The diagram shows that the sequence may vary depending upon the reaction of the group, and the direction in which they are going. The problem you may face is that this direction could be different from what you had planned. Prepare an outline sequence, but be flexible so that you meet the group's progress in the discussion. Remember that you are not in control of the content to the same extent as in a lecture or presentation. Because of this, the planned sequence may not make sense in the actual discussion. So, you may need to adapt to a different sequence as the discussion develops.

At the end of the discussion the discussion leader should summarise what has come out of the contributions and the conclusions reached, if any. Summarising it between Key Questions to consolidate may also be helpful and clarify what has been said before you lead into the next Key Question. This is a matter of judgement and will depend on the circumstances. Sometimes, for example, a group member will make a statement that summarises several earlier contributions: a summary from the leader is then unnecessary.

PREPARING TO LEAD A DISCUSSION

As with all learning events, preparation is important. The better the preparation the more confident you can feel as the discussion leader. Also, the more learning is likely to take place for your learners.

You should undertake the following in preparing for a discussion:

- * *Set an objective*
- * *Analyse the topic*
- * *Consider the group*

- * *Identify and prepare Key Questions*
- * *Prepare an introduction*
- * *Decide if any other resources would be helpful, eg. a flipchart*
- * *Organise physical arrangements*

We should not take these activities in strict order because decisions about one of them may influence others.

Set an Objective

The objective should identify what they can do at the end of the discussion. This is often difficult to define with discussion leading where ideas, attitudes and motivation are usually involved.

Sometimes you can write the objective before you do anything else. Occasionally you may start with a topic you want discussed and only after analyzing the topic can you clarify the objective.

The discussion method is generally more appropriate for objectives that deal with feelings, opinions and attitudes. Of necessity these are less precise than objectives dealing with facts or skills. The outcome is less predictable and controllable than say, the outcome of a lecture. The details of the content come from the group and it is less easy to control than when using other methods. Success in achieving the objective is also less easy to measure.

Examples of objectives for discussion leading are:

1. “..... group members can describe the role of a leader in a management role”
2. “..... participants can analyse the difficulties in conducting audits”
3. “..... group members will identify the impact of word processors on their jobs”

Analyse the Topic

In preparing to lead a discussion you may start with an objective or just a topic heading. You yourself must know quite a lot about that topic – which may also apply to other participants in the discussion. Your job is to help the group to explore the topic and achieve the objective.

To help you lead the discussion, and to get the group’s attention on useful areas of the topic, you need to analyse the topic. This process will enable you to identify the key areas for discussion.

One starting point is to think through the topic and its various aspects and implications. During this process there is a danger of forgetting useful thoughts and ideas that would stimulate discussion. It is worth recording your thoughts to help you review and organize them.

Starting with a blank sheet of paper, head it up with the topic title. Then jot down key points, words or questions you think should be discussed about the topic. When you have completed your lists of points, you may go back over what you have done, looking for patterns or groupings. This can help you identify areas that the discussion needs to cover. Key points may be questions to which there is no easy answer, or perhaps there is no answer. However, getting to an answer is not the point. The point is to generate learning through a discussion of the issues involved.

The benefit of analysing the topic is that it can help you to decide:

- a) What knowledge input may be necessary in the introduction?
- b) What information the group may need
- c) What areas of the topic are irrelevant to the objective?
- d) Exactly what the objective is
- e) Key questions to be put to the group
- f) In what order you should discuss the various aspects of the topic

You are responsible for helping the group members to achieve the objective. This will require you to decide which contributions are relevant and are helping the group, which is side-tracking the group. The clearer you are before the discussion on where you want the discussion to go, the easier those decisions will be during the discussion.

Analysis of the topic may help you identify what may be a natural sequence of development for the discussion. This can give you a framework for planning and introducing the discussion. The discussion may develop in a very different way from your planned sequence. Because the group will talk about the topic as they see it, a new sequence may emerge. You must decide how important it is to follow one path rather than another. If you direct the discussion back to your planned sequence, you may take out some spontaneity and interest from the group members. This may make the discussion a harder work for you and less effective for the group members.

Consider the Group

A group discussion depends for success upon the participation and contributions of members. Each member of the group needs to recognise that he or she has something useful to contribute. They must also realise that they can learn from each other. It is the job of the

discussion leader to identify the contributions that individuals can make and encourage them to make them.

In planning the discussion you need to consider:

- * Size of the group. Less than 5 is too small to generate sufficient ideas and points of view.
More than 12 is too large to keep them discussing as a single group in which everyone participates. You need to split into subgroups
- * What knowledge is shared by everyone in the group?
- * Breadth of experience in relation to the topic
- * Likely reactions to the topic
- * Your relationship with the group
- * Their position compared with yours

Finding out about the learners and planning the discussion around them should help you avoid unpleasant surprises during the discussion. It will also make it easier for the group members to achieve the objective.

Identify and Prepare Key Points/ Questions

Having analysed the topic and considered the sequence you can probably identify most key points to be discussed. In a perfect discussion the leader would introduce each Key Point with a Key Question. The Key Question would then stimulate sufficient relevant discussion within the group to cover completely the Key Point. The discussion leader would not need to intervene to bring the discussion back because the question would succeed in focusing attention entirely upon the Key Point. Once the Key Point is covered, you can summarise and move on to another Key Point. This should be introduced with another Key Question.

This model of a perfect discussion infers that the Key Question has been effective in stimulating interest, focusing attention and encouraging everyone to contribute. Key Question need to be carefully thought out and planned. They must make the group think and use their experience. The wording of a question should not be threatening to individuals in the discussion group. There should not be any easy answer to a Key Question and answering it should raise other issues that will stimulate further discussion.

When you are planning Key Questions you need to consider:

- * Objective of the discussion
- * Group Members

- * Time
- * Topic analysis

The Key Question to follow your introduction can be planned word for word. Later questions should be prepared in an outline so that they can be phrased to fit into the context of the preceding discussion.

The number of Key Question required for a discussion will depend upon the complexity of the subject, the depth of discussion required, the experience of the group and the time available. Just one ‘good’ key question might keep a group going for twenty minutes. After the first Key Question the group themselves may develop other questions that cover the points identified by the leader. This is good in that it reduces the need for intervention by the leader and increases the confidence and ownership of the group in what is happening.

The sequence of Key Questions in a discussion should reflect the topic and the way the group have developed the discussion. This makes planning a sequence difficult in advance because imposing the leader’s sequence may reduce the flow and sense of the discussion. When we have exhausted a key question, the next key question should be selected to link on to the previous discussion and phrased to reflect the way the group have been discussing the topic.

Time

This is a major constraint. Generally, highly effective discussions require a considerable amount of time. Failure to provide sufficient time or arbitrary closure of a discussion creates a major barrier to effective discussion. Unfortunately, discussion timing is extremely difficult to predict and depends upon:

- * The interest and experience of group members.
- * The quality of key questions posed by the leader.
- * The way in which group behaviour helps or hinders development of discussions.
- * The complexity of the objective to be achieved.
- * The diversity of opinion within the group.

Prepare an Introduction

An important role for a discussion leader is to get the discussion going by means of an introduction. We require a delicate balance between a comprehensive introduction that switches the group off and a short one that leaves them puzzled.

When preparing an introduction you should aim for brevity and consider covering the following:

- * State the topic to be discussed
- * State the purpose of discussion
- * Outline limits to topic and timing
- * Set the scene
- * Establish links with the experience of the group
- * Bring everyone to a common starting point
- * Arouse interest
- * Prepare the group to contribute
- * Lead up to first Key Question.

While the list is long, many items can be included very briefly and often grouped together. The introduction should reassure group members that they have something to say, encourage them to say it and listen to what others have to say.

Decide Upon Visual Aids

You must decide whether visual aids are suitable and helpful for your learners in the discussions you lead.

Visual aids can promote learning and stimulate interest. Prepared visuals are not possible except for topic headings and the first key question. If you feel able to prepare visual aid material it suggests you are intending to give some form of presentation.

Where ideas are being sought, having a flipchart is very helpful. The flipchart seems the most appropriate visual aid for discussions. It can be used to present Key points for discussion and to record what is coming from the group. The flipchart can be used by group members other than the discussion leader. Use of the overhead projector (OHP) is less appropriate because it takes attention away from group members to the screen. While a flipchart can be left displaying a key point for discussion and not be intrusive, the OHP left on can be distracting to the discussion between group members.

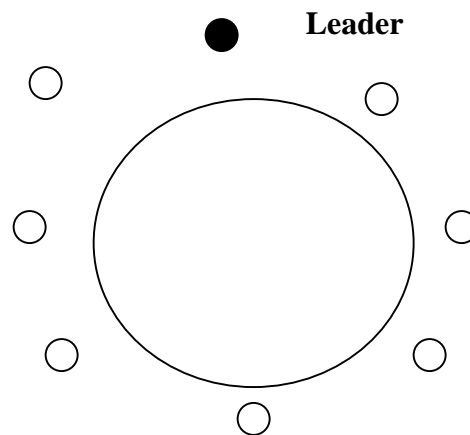
Organised Physical Arrangements

Ideal accommodation is seldom available, but the discussion leader should make the best of what is available.

The room should be well lit and ventilated. Chairs should be comfortable to sit on for an hour or so, but not so comfortable that people fall asleep. If possible, we should provide tables – without them the atmosphere is apt to become too relaxed and to reduce active thought and participation.

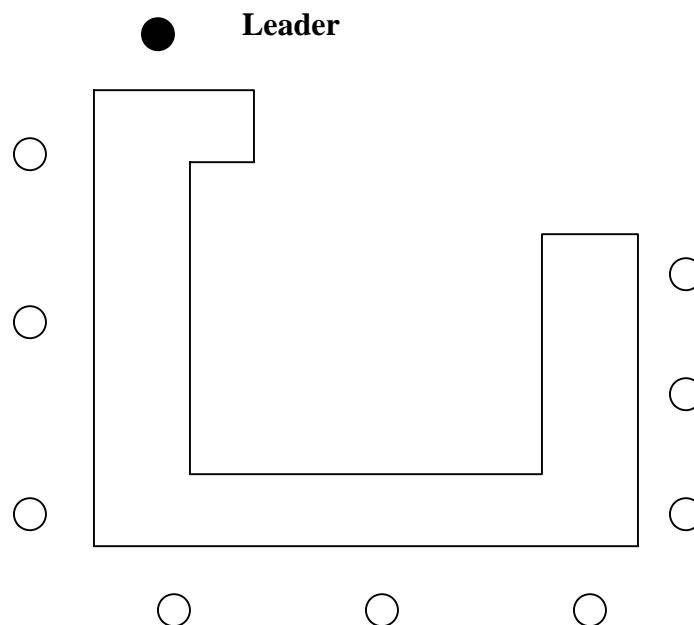
The layout is extremely important because it can affect the discussion. The seating arrangements need to allow participants to see each other clearly and comfortably. Discussion is very difficult to maintain without eye contact between participants. The discussion leader needs to be seated as part of the group so as not to dominate the discussion and prevent interactions between other group members. The most participative arrangement is the circular table or square table, as shown in Figure 2.

Figure 2: Physical Layout for Discussion



The “U” formation shown, below in Fig 3 places the leader in a more obvious position of power but retains easy contact among all members of the group. It is also a convenient layout for other training methods, so can be used without major furniture shifting.

Figure 3: Physical Layout for Discussion



In both layouts any visual aid can be put alongside the discussion leader. The circular arrangement can make it difficult for group members next to the leader to see the visual aid comfortably as they have to twist round to face it.

LEADING A GROUP DISCUSSION

Once the group has assembled and settled down you can present your prepared introduction. This should be brief but adequate to arouse interest and give guidelines to the discussion. Then the first, prepared, Key Question should be posed to the whole group rather than to a nominated person.

You should be prepared to sit quietly to give the group time for thought. By looking around the group you can identify those with something to say, those who are confused or uncertain and those who do not wish to contribute. You must use your judgement on whether your question has been successful in stimulating thought and desire to contribute, or if it needs some qualification or rephrasing. Often your silence will encourage someone to start the discussion by attempting to answer the question. If no-one is prepared to speak spontaneously, you may nominate someone who appears to have something to say or you know has something to contribute on the question.

During its early stages a discussion may go 'through the chair' where ever: contribution is addressed to the leader. The leader responds and then someone else is brought into the discussion. This tends to reflect dominance by the discussion leader. It only takes a few questions nominating individuals to reply for the whole group to sit back and wait for 'their turn'. On occasions such discussions can suddenly take off, without warning group members that are talking directly to one another and exploring their views. Debate and disagreement between members is to be welcomed because, well directed and controlled, it helps learning.

To avoid discussions 'through the chair' you should address Key Questions to the whole group. Contributions addressed to you should be passed on immediately to another group member for elaboration or comment. Your physical presence should not dominate the group either through position or posture.

INCREASE EFFECTIVENESS OF A DISCUSSION

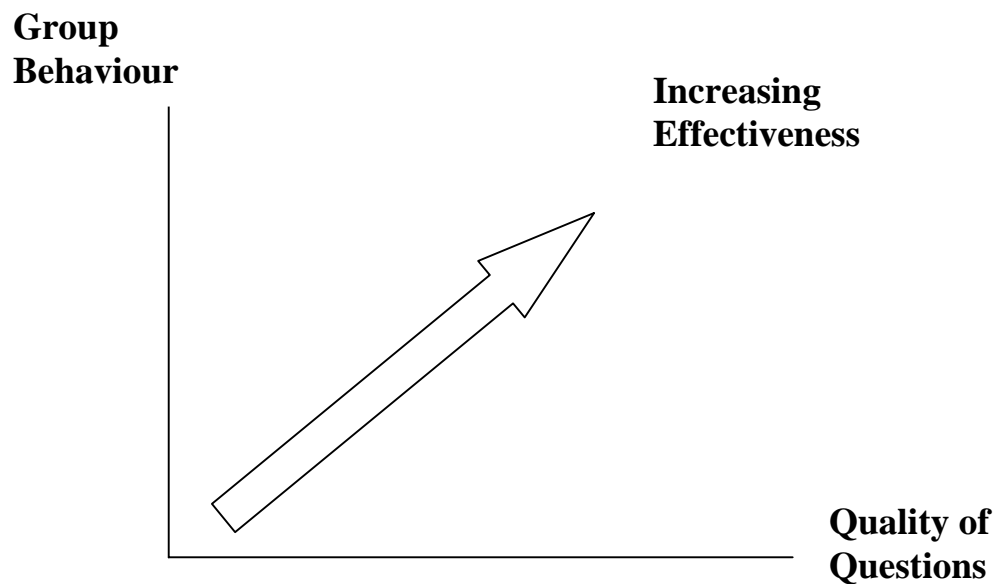
An important distinction between giving a lecture and leading a discussion is that careful preparation beforehand can work the content and framework of the lecture out in detail. The discussion, of course, also requires careful preparation beforehand. However, the framework cannot be imposed and the detailed content depends on interaction between group members, and with you, during the discussion. In an extreme case, it is possible to visualize a situation where a trainer prepares a lecture, which an actor then delivers; this simply could not happen with a discussion.

The skill of the discussion leader lies in stimulating a good exchange of opinions while keeping to themes.

During the discussion you should manage a fragile relationship between members of the group, and between them and you. The intention should be to generate effective learning, not conflict, dissent or

alienation: aim to generate light rather than heat. We can identify two factors that, well managed, will significantly increase the effectiveness of a discussion; we will illustrate them in Figure 4, below.

Figure 4: Effectiveness of Discussion.



QUALITY OF QUESTIONS

A key factor in successful discussion leading is the use of questions. They provide two essential services:

1. They promote learning. Questions that are perceptive, challenging and appropriate create an environment where members of the discussion group can gain a deeper insight and understanding of the topic under discussion. We will call these questions *learning* questions.
2. They help in the general management and control of the discussion. By appropriate use of questions the discussion leader can control the discussion and provide opportunities for all members of the group to participate. We will call these questions *Tactical* questions.

To enable a group to obtain maximum value from a discussion, you must consider how to manage the event. You must promote learning by the sensitive use of learning questions and, also, control the discussion by using a variety of tactical questions.

An analogy can be drawn with building a wall - a wall of understanding. The bricks in the wall are the learning questions used to promote a better understanding of the topic. The mortar between the bricks is the tactical questioning, maintaining control of the discussion and generally directing its development towards achieving the objective.

LEARNING QUESTIONS

The technique of using questions to promote learning dates back to the days of Socrates in the fifth century B.C. The leader of a discussion uses the "Socratic Approach", as it is now called, to challenge assumptions, compare opinions, and generally encourage the development or a deeper understanding of the topic under discussion. Learning questions can be considered to fall into two broad categories, low order questions and high order questions.

Lower Order Questions

Essentially, these test existing knowledge. They make only a limited contribution to a discussion because they usually require a factual answer. Low order questions are of value in discussion to check understanding and to establish a common base of information. There are three main types of low order questions:

Recall Questions that ask group members to contribute facts.

e.g. "How many.....?"

Comprehension Questions that ask group members to describe or check understanding of something, to establish a common starting point for the discussion.

e.g. "What do we understand by the term.....?"

Application Questions that ask group members to relate an issue or a simple problem to their own situation and consider how they might apply a proposed solution.

e.g. "How would that work in your department....?"

High Order Questions

These provoke discussion because there is no clear-cut answer. Group members may interpret the question differently and apply their own experience, opinion and attitudes in their response. This leads to a wide diversity of views that can be used as the basis for discussion. Almost certainly, there will be no 'right' or 'wrong answer'. It is exchange of a variety of comments that can lead to a much wider understanding of the topic or problem being discussed. The following are types of high order question:

Analysis Question asks group members to make deductions. They are encouraged to organize their thoughts and to look for evidence to interpret and to make generalizations. The value of these questions is that the leader can draw on the experience of members. The question can be illustrated by reference to similar situations that encourage members to express opinions.

e.g. “So what does that mean for other section?”

Synthesis Questions stimulate the group’s creative potential. They require people to reflect and work together as a team, encouraging participants to develop ideas and suggestions.

e.g. “Can we build on that idea somehow?”

Evaluation Questions can be considered the highest level of thinking to be obtained from a discussion group. No matter how brilliantly a conclusion from other categories of questions, they must evaluate it and consider its worth. It encourages members to give reasons for their judgements and to assess different ideas and solutions.

e.g. “Which of these possible approaches do you prefer, and why?”

Application of Learning Questions

In planning the types of question to ask, you should consider:

1. The level of the questions. If too low, the group may see the discussion as a pointless recall of knowledge. If too high a level, the group may feel threatened and respond in a defensive manner. High order questions can make the group feel that they are being asked to contribute outside their level of expertise and experience.
2. What alternative questions to ask, either further up or lower down the order. This should provide a degree of flexibility and permit you to adapt to the learning needs of the group.
3. The time available. Low order questions require a relatively simple answer: they are less likely to provoke controversy and can be concluded quickly. High order questions are likely to do the opposite.

TACTICAL QUESTIONS

We need tactical questions when group behaviour is limiting the learning from the discussion. They may be necessary to bring some participants into the discussion, to acknowledge the contribution of others and to get the discussion to move on. Tactical questions are devices for directing the discussion and generally controlling the event. In

themselves tactical questions do not promote much learning; their main purpose is to focus discussion on the high-order learning questions.

They help the discussion leader to:

- * Ensure that learning questions are fully understood, before the detailed discussion.
- * Manage the participation of group members.
- * Control the allocation of time to each aspect of the topic.
- * Summarise and check for understanding and agreement.

Tactical questions can be considered within three broad categories:

1. Open Questions
2. Probing Questions
3. Closed Questions

1. Open Questions

To establish rapport

Introductory questions used to establish an initial relationship with the group.

Examples:

- 'Didn't you used to work in the audit department?'
- 'Have you met?'

To explore the background

Used to establish a common basis upon which to build the discussion. Examples:

- 'Please tell us about?'
- 'How does the (topic) affect your department?'

To explore opinions or attitudes

Again, used to establish a common basis, but the emphasis is now on the individual member's opinion or attitude towards the topic. Examples:

- 'To what extent do you feel...?'
- 'Just how far do you think?'

2. Probing Questions

To show interest or encouragement

Where the leader encourages a member of the group by making supportive statements, or repeating key words to encourage responses from others. Examples:

- 'That's interesting.....?'
- 'I see?' (Tell us more)

To seek further information

Used to develop a member's statement by promoting further comment. Examples:

- Why?
- What would you do if.....?’

To explore in details

Where comments of potentially great significance are highlighted by seeking further opinions. Examples

- ‘Just how far do you think.....?’
- ‘You feel that?’

To establish understanding

Where the leader controls the discussion by summarizing a particular aspect of the topic.

Example:

- ‘As I understand it.....?’
- ‘The consensus is?’

3. Closed Questions

These are especially useful for establishing facts, or to control a discussion in danger of falling apart through lack of understanding. Examples:

- ‘Are you?’
- ‘How often do you?’

GROUP BEHAVIOUR

During a discussion you have the responsibility to control the group's participation. You have to:

- * Understand the contribution of each member.
- * Help group members to understand each contribution.
- * Ensure that the contributions relate to the Key Question.
- * Summarise the contributions and record main points.
- * Summarise each aspect of the topic at an appropriate time
- * Encourage contributions from everyone in the group.
- * Limit contributions.
- * Keep to time constraints.

By improving the quality of group participation and planning high quality questions you can Increase the effectiveness of the discussion.

During the discussion you may be faced with group members who are either not helping or actively hindering the group.

- (a) You may be faced with group members who talk too much. If you 'shut them up' you may lose them for the rest of the session; if you let them go on for too long, you may lose the group who by that time get bored and have 'switched off'.

Supplementary questions and summaries can be useful to clarify and break into an individual's contribution. Asking another individual to comment upon what has been said can also help to widen the discussion.

- (b) Do not put too much pressure on 'silent members'. It may do more harm than good.

Silence does not mean that they are not learning.

However, encouraging looks, or asking silent members to help with recording contributions can be useful to bring them into the body of the group.

You can use three major techniques to control the discussion:

Questions

The quality of the discussion is very dependant on the quality of questions. This applies to both key questions and supplementary questions. Good questions can help people to think, clarify understanding, and stimulate an active approach to the topic.

It is essential that you ask questions with a genuine desire to understand or clarify. We should frame questions in a way that avoids any member feeling attacked. Any attempt to make a member of the group look foolish, or to score off a member, will often lead to a breakdown of effective discussion.

Asking how one contribution relates to an earlier one will help to keep the discussion together and develop understanding of the topic.

Silence

Silence can be a most valuable contribution to a discussion. During silences, people can think. To use silence you should make sure that the group have a good, challenging, question to help them to think. Then remain seated and be silent yourself.

Associated with silence is the art of listening. It can be helpful if you note down useful comments from members of the group and encourage them to do also. The skill of listening is one of the most demanding in discussion leading. As a discussion leader you should listen carefully to the contributions being made; decide whether you have understood; decide whether the rest of the group understood, and perhaps phrase a clarifying question

and at some stage summarise the content. Doing all these things together is very difficult and very tiring. Your attention will almost slip from time to time, so note taking can be helpful in keeping concentration and providing a reminder to which you can refer for summarising.

Summaries:

At certain points in the discussion you should gather related contributions together and summarise them. If this is a summary of Key Question, recording this in writing or the flipchart is useful. This gives you the opportunity to control the movement of the discussion and prevents the group from wandering from the topic; it consolidates what they have learned; and gives the group a sense of achievement.

The summary is useful to control the timing of the discussion. Providing a summary can round off a Key Question. It will normally close discussion on that aspect, and allow discussion to move on to the next.

By controlling the discussion in this way, you can apportion the time available.

Sometimes spending time on a deeper discussion of one aspect may be more useful for the group than move on to another. This is a matter of judgement, and will depend on the objectives, the learning value of the discussion, and other constraints. However, members of a discussion group will become extremely frustrated if the leader prematurely concludes their discussion.

The final summary of a discussion can be quiet brief and should round off the discussion into a coherent whole. Because the final summary must reflect the content of the discussion, we cannot plan it in advance. The use of the flipchart to record points arising and reference to notes made by the discussion leader can both be very helpful in doing the final summary.

During the final summary you should consider the following points:

- * Review the points covered
- * Acknowledge specific contributions
- * Develop conclusions reached
- * Action to be followed - when and by whom
- * Reinforce understanding of the topic

THE ROLE OF THE LEADER

The primary purpose of the discussion is to enable participants to learn from each other. The discussion leader should be:

- * Impartial in responding to group members.
- * Supportive to the group and encouraging contributions.
- * Managing the discussion within time constraints.
- * Not seen as the centre of attention.
- * A member of the group.
- * Prepared to learn as much as any other member of the group.
- * Stimulating the group to explore the topic in depth.

The essential feature of your role is to serve the learning needs of group members. You can do this by asking questions to clarify members' understanding and to challenge assumptions, and by summarising the contributions and conclusions reached in the group to help them achieve the learning objective.

This may appear to make the discussion leader's role more passive than the role of presenting new information in a lecture. The role is in fact, very demanding and active; attentive listening and a quick grasp of what is being said are essential. In a discussion, differences in entry behaviour become far more apparent as the people in the group become equal partners; you have to create a learning event that will lead to a full discussion of the subject and the realisation of the objective for the discussion.

LEADING A CASE IN A CLASS ROOM

MAJ. GEN S.K. SEN (RETD)

Teaching through a case study is called case leading and the instructor is called a case leader. The implication is obvious. Case studies and normal teaching or pedagogy are two entirely different genre of teaching. In a case stud the instructor merely leads, i.e., intervenes only when necessary, to lead the discussion and keep it on the right path.

A case leader keeps the proceedings orderly.

He guides the discussion on the right path by asking suggestive questions.

.He controls speed, identifies and clears blocks in discussion and does time management.

He handles unpredictable developments and volatile reactions.

HE MUST KNOW HOW TO KEEP OUT OF THE WAY AND LEAVE THE TALKING TO THE TRAINEES.

He should also be a student and appear to be so to the trainees by

- listening intently
- respecting student views
- asking relevant questions to show his interest.

He should help in expressing a concept if he finds that the trainee is having difficulty in doing so.

He should supply additional information if there is a gap or a bottleneck.

He should keep himself and his pedagogical tools in the background and make the student feel free and encourage him to wade through his ignorance, perplexity, insecurity and loose thinking without the fear of the critical teacher.

He must refrain from using die seven pedagogical sins of condescension, sarcasm, personal cross-examination, discourtesy, self-approval, self-consciousness and talkativeness.

He should ensure that the understanding that die student reaches is his own and not *that* of the instructor.

He must understand that when, the case is being discussed by different groups at different times, die conclusions are likely to be different.

He may use three tools of infinite flexibility which promote productive discussion without diluting the students learning responsibility -

-ask questions: but only when necessary, preferably as response to what has just been said. These should be used as inconspicuous aids to advance the discussion. But these should be very infrequent and to be used when absolutely necessary.

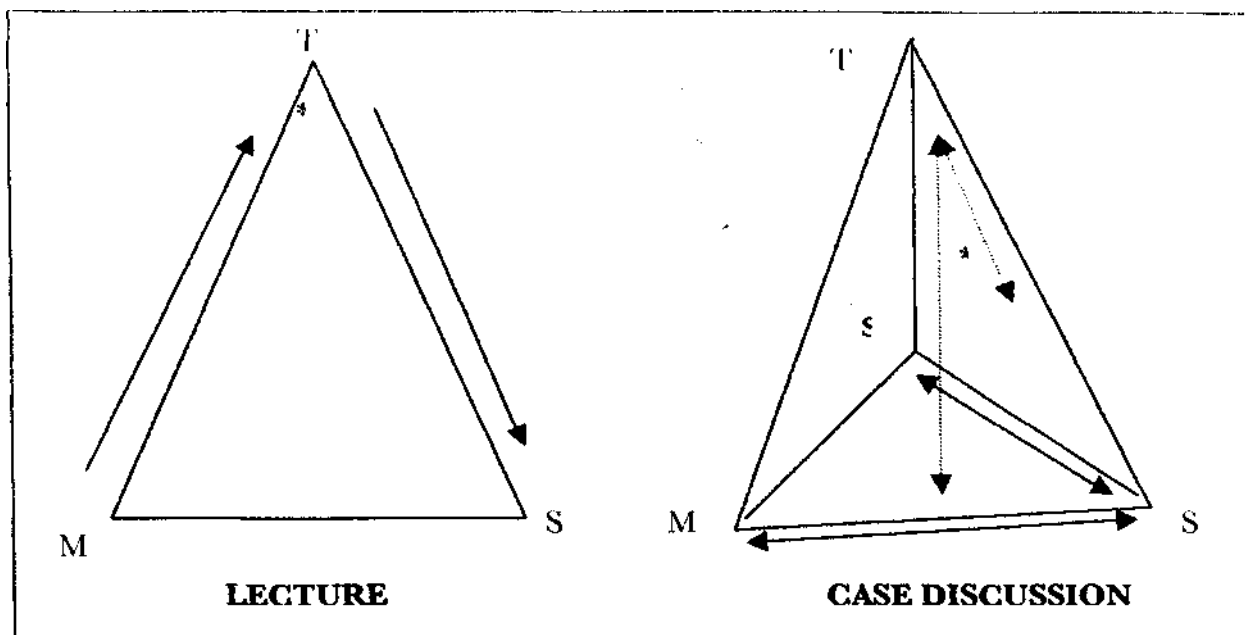
-restate and rethread what is said: This is a coordination function, restating what has been said by the student to bring it in line with the topic, confirm from the student whether what the instructor has said is what the student meant. This gives the student a chance to clarify his thoughts further.

-voice his opinion and interjection: The instructor can speak to firstly, regenerate the self-propulsive power of the class, secondly, clarify a difficulty surmountable only with technical knowledge and thirdly, to supply missing information. He speaks only when the class has need of it, is ready for it and can make use of the information in their discussion.

SUMMING UP: This is a very important function. The instructor needs to sum up at two stages. First, he should provide the class with a summary from time to time of what has gone on so far summarising the views of the student. Secondly, at the end of the discussion, he should give a gist of the entire finding of the class. He may of course get this done by one of the students also. For this periodic and end of the class summing up he may either make use of the charts prepared by the subgroups or the chalkboard.

DIFFERENCE BETWEEN CASE METHOD (CM) AND TRADITIONAL TEACHING (TT)

1. Teacher is the sole performer, always in control. Students are passive, compliant and obligated to be attentive. In CM, students are in control whereas the teacher is just an observer and guide.
2. Teaching a case is an exercise in leadership. The teacher engages student participation in the collective exploration of a problem and the effort to reach a joint resolution. In TT, the teacher analyses the course material and conveys his interpretation to the class.
3. In TT, the teacher stands between the material and students. In CM, the students meet the material more directly, interacting with each other as well.
4. Teaching a case consists of managing those encounters toward purposeful ends and (as the two lines, < — >, suggest) of learning from them as well, about both the students and the case itself. While intellectual and procedural authority (*) belongs to the teacher in TT, teacher and students share it in CM. both determine what is learnt.



5. In TT, knowledge flows unidirectionally, from teacher to students. In CM, both teacher and student assume responsibility of student learning. Knowledge flows from student to student, student to teacher and teacher to student.
6. Learning being authoritarian in TT, the teacher often probes into or patronises the students' ignorance, exposes their fallacies and deficiencies and always appears to students as a critic. He sits in judgment over the acquisition of communicable wisdom. In CM, die learning is participative. Here, since the acquisition of wisdom is mutually dependant, die teacher is not viewed as a critic but a co-traveller.
7. In TT, teacher's goal is student mastery of teacher's truth, demonstrated through examinations and knowing the right answers to questions. In CM, teacher's goal is student mastery of student's truth demonstrated through intra-group discussion under the guidance of the teacher.
8. In TT, teacher is not worried about student contribution. In CM, teacher is genuinely interested in student contribution of ideas, analyses and conclusion. So he tries to awaken student interest and stimulate active engagement among students.
9. In CM, there is "more work but more fun". But in IT, it is "less work but less fun". In CM, there is a premium on skill in discussion, ability to analyse, dealing with the unexpected and experiments with ideas and solutions. The

classroom experience is not “cut and dried”. It is fluid and exciting.

10. In CM, no two case discussion are alike because participants are not the same. In TT, the passage of knowledge is uniform and repetitive.

In CM, learning is the responsibility of the students. In TT, learning is the responsibility of the teacher.