



## Creating a Discussion Inventory

When moving from a small group to a large group discussion, one way to make the transition is to use a **Discussion Inventory**. A **Discussion Inventory** is a useful tool for the instructor to track key and unclear points from small group discussions. Instructors can use these key or unclear points as topics for the large group discussion. Using responses to the inventory, the instructor is able to assess students' interpretations of the discussion, draw class attention to difficult and major points of the discussion, and share the views of less vocal students.

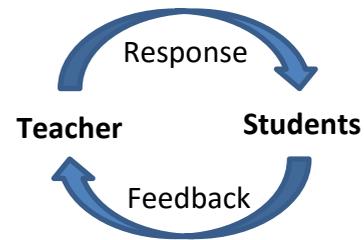
The **discussion inventory** enhances the instructor's ability to provide feedback when moving from a small group to a large group discussion. In addition, it is a great way to end class and summarize small group discussions with all students involved.

Try the following classroom assessment techniques during your **discussion inventory**:

- Minute Paper
- One-Sentence Summary
- Muddiest-Point Paper

### Reference

Brookfield, S.D. (2007). *Discussion as a way of teaching*. Unpublished class handout, Teachers College, Columbia University.



### How to implement in a classroom

After a small group discussion, the instructor/facilitator asks each member of the small groups to write a brief response on a 3x5 card to one of the following questions:

- *What was the most important point made during your discussion?*
- *What was the most confusing or puzzling point made during your discussion?*
- *What new learning happened in your discussion?*
- *Based on your discussion, what idea do you think would be good to explore more deeply in the next part of class?*

The instructor then calls on students, asking them to share their answers with the large group. On a notepad, the instructor records clear errors of fact or understanding, ignored perspectives, and oppositional views. The instructor articulates his/her observations for 5-15 minutes before ending class.

### Reflection Questions

#### Group Discussion/Reflection Questions

- 1) In your opinion, what are the strengths and weaknesses of this teaching strategy?
- 2) In what ways might this teaching strategy be combined with another strategy or enhanced by a delivery method (e.g., videos, interactive technologies, etc.)
- 3) Consider one or more contextual factors (e.g., class size, discipline-area, characteristics of learners, diversity among students) and discuss how the teaching strategy might be modified to address these factors as effectively as possible?