



THE STUDY OF CLASS DISCUSSION IN ENHANCING PROFOUND UNDERSTANDING FOR THE MIDDLE SCHOOL STUDENTS

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INTRODUCTION

Regarding the education in class, the evidences to prove the students' profound understanding could be seen from how they react in class through discussion or written opinions. Unfortunately, we could nowadays see only teachers conduct the lecture in front of the classroom hoping to complete their lessons as specified in the course indicators. As such, in order to enable the education that highlights the students to work on their assignments efficiently and to encourage the class discussion, the teachers are required to have the teaching technique that motivates the class discussion and enhances the critical thinking process. This research will study the discussion in the science class of the middle school students in Laem Fa Pha School. The research analysis focuses not only on the synthesis of technique but also on the consideration in terms of the quantity of the class participation and the quality of the written assignments by the students. The evaluation will be made after implementing teaching strategy, such as, Think-Pair-Share, Gallery Walks and Exit Ticket.

OBJECTIVES

- 1 To study the model in encouraging the class discussion that was important for analytical thinking and synthesizing science course of the 9th Grade students.
- 2 To study the participation in class discussion in studying science of the 9th Grade students.
- 3 To study the change of analytical thinking and synthesizing science course of the 9th Grade students.

METHODOLOGY

- 1 Synthesize the documents enabling the class discussion.
Use the observation form in studying the behavior of each student in terms of their participation in class discussion. After the observation, another form to assess the analytical and synthesized thinking through the strategy of Exit Ticket will be used.

METHOD OF DATA ANALYSIS

- 1 The teaching plan that encourages the class discussion plays important role in thinking critically and synthesizing the science course of the 9th Grade students through the teaching strategy of Think-Pair-Share, Gallery Walks and Exit Ticket.
- 2 Percentage and the average value of the students who participates in class
- 3 Percentage and the average value of the students who write Exit Ticket in each level and in each group

References

[1] ทวีวรรณ คำขาว. (2554). 8 กลยุทธ์ของนักวิจัยทางการศึกษา. การศึกษายุคใหม่กับ สาขาวิชาการศึกษา คณะศึกษาศาสตร์ มหาวิทยาลัยศรีนครินทรวิโรฒ
 [2] กระทรวงศึกษาธิการ. (2552). พระราชบัญญัติการศึกษาแห่งชาติ พ.ศ. 2552 และที่แก้ไขเพิ่มเติม (ฉบับที่ 2) พ.ศ. 2553. กรุงเทพฯ: องค์การรัฐมนตรีศึกษาแห่งชาตินครปฐม.
 [3] กรมวิชาการ กระทรวงศึกษาธิการ. (2546). การจัดการเรียนรู้สู่การประเมินผลสัมฤทธิ์ทางการศึกษาขั้นพื้นฐาน ชุดกิจกรรม 2544. กรุงเทพฯ : โรงพิมพ์คุรุสภาลาดพร้าว, 2546

RESEARCH OUTCOMES

INITIAL REFLECTION TOGETHER

Students will always need time to reflect, speculate and formulate questions based on differing results they will observe when comparing notes.

As students present and listen, teacher makes notes of understandings, misconceptions and incomplete understandings. Guidance for questions to help students make sense of their results is often found in the last few steps of the procedure in the Student Guide.

Then, the teacher will help students interpret the differences in results. She / he will do this by asking probing questions and presenting counter examples to lead students to see reasonable answers. There could be multiple reasonable interpretations of the results.



Examples of Graphics and Quick Writes to Push Student Thinking

(Goal)	(Easier)	(Harder)						
(To Activate Prior Knowledge)	"Right now, I already know _____ and _____"	"I know _____ and _____, but I need to read to figure out _____"						
(To Deepen thinking or practice a skill or discipline)	"Another title for this article could be _____"	<table border="1"> <tr> <td>Beginning of article</td> <td>"The most important thing so far is _____"</td> </tr> <tr> <td>Ending of article</td> <td>"NOW, a most important thing is _____"</td> </tr> </table>	Beginning of article	"The most important thing so far is _____"	Ending of article	"NOW, a most important thing is _____"		
Beginning of article	"The most important thing so far is _____"							
Ending of article	"NOW, a most important thing is _____"							
(To sort, categorize, rank)	"The most important part of this article is _____. The second most important is _____"	<p>*Students make this 3 columned chart*</p> <table border="1"> <tr> <td>Interesting Facts</td> <td>Main ideas of this text</td> <td>New Idea on Entire Topic</td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </table>	Interesting Facts	Main ideas of this text	New Idea on Entire Topic			
Interesting Facts	Main ideas of this text	New Idea on Entire Topic						
(To take another point of view)	"Some might argue _____, but they fail to realize _____ and _____"	"I used to think _____, but now I think _____ because _____"						
(To address anomalies or surprises)	"Maybe _____ occurred because _____"	"Maybe _____ occurred because _____. This could be true because _____"						

- 1) The teaching guideline that encourages the class discussion through the teaching strategy of Think-Pair-Share, Gallery Walks and Exit Ticket. The Exit Ticket is influential in thinking critically and synthesizing the science course of the 9th Grade students.
- 2) The role of students joining the class discussion – According to the statistics, the number of students participated in class discussion before and after implementing the teaching strategy was 12.37 and 25.60 or 41.23% and 85.33% respectively. The increasing number was account for 13.23 or 44.10%.
- 3) The students write answers that show their analytical and synthesized thinking. Referring to the statistics, the number of students participated in writing the answer before and after implementing the teaching strategy was 14.32 and 23.85 or 44.75% and 79.50% respectively. The increasing number was account for 9.53 or 31.75%.

CONCLUSION AND DISCUSSION

The teaching teaching strategy of Think-Pair-Share, Gallery Walks and Exit Ticket encouraged the students to participate in class. According to the statistics, the participation in class increased to 44.10%. Also, after class the written assignments aiming at analyzing and synthesizing also increased to 31.75%. The class participation enables the students to be aware of the learning objectives of each session and to learn other important information from the discussion. As a result, it can be concluded that when the students are motivated to present or express their opinions, the students will be apparently more confident in presenting and in writing the answers.

Recommendations

- 1) The class discussion will enable the students to participate more in studying science. Therefore, this teaching technique should be applied to other subjects.
- 2) The class discussion enhances the study of science and should be developed continuously.