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What is discussion method advantages and disadvantages

Disadvantages of discussion method. What are the advantage of discussion method.

When considering various formats for an upcoming meeting, consider the advantages and disadvantages of a panel discussion - a live (or recorded), in-person, virtual, or "hybrid" discussion about a specific topic amongst a selected group of experts who share differing perspectives in front of an in-person, virtual, or geographically dispersed audience.Less Panelist Preparation. Many executives, subject matter experts, and practitioners are unwilling to prepare for a speech or breakout session. They may, however, agree to a small amount of panelist preparation.Fresh Information. Because there is less of a burden to prepare a formal presentation, panel members can share fresh, breaking information that may not be widely known or available to the audience.Shared Responsibility. The success of a session largely depends on the people at the front of the room e.g. "on stage". When using just one speaker, all the responsibility rests on that one speaker! If the speaker is awesome, that's great! But if the speaker is so-so, that's not-so-great... When you have a moderated panel of experts, you have increased your odds of having an awesome panel with multiple speakers!Change of Pace. Today's audiences want multiple formats - and the panel discussion is one among many.Multiple Points of View. A speaker provides only one point a view; a panel provides multiple points of view.Insights into the Real World. It is one thing to talk to the audience about a topic; it is another thing altogether to bring together practitioners in the real world to talk about their experiences and insights into the topic.Allows for Audience Interaction. The moderator and panel members can engage the audience periodically during the panel or entertain a question and answer (Q&A) session toward the end of the panel discussion.Overuse. While a panel discussion peppered here and there during your conference or convention works well, overuse of this format can make the experience too repetitive.The Unknown. Even though the panel organizer and/or moderator have carefully planned and scripted the panel, it remains a spontaneous discussion - and sometimes the unpredictable happens in front of an audience!More Coordination. The meeting organizer and/or moderator has not just one speaker to attend to, but at least three to five other people to shepherd. This will require more coordination in preparation and right before the panel discussion.Not-So-Great Panel Moderator. Even with lackluster panelists, a skilled moderator can save the day! But if the moderator is unskilled and unable to facilitate the conversation, the conversation will quickly disintegrate.Not-So-Good Panelists. Not every expert is a good communicator (I call this "eloquence"), so you want to do your due diligence when selecting your D.E.E.P. (Diverse, Expertise, Eloquence, Prepared) panelists.Strong Personalities. While you want to have a diversity of opinions, some experts may have not only a strong opinion, but a personality that bowls over the discussion.Many of these disadvantages of a panel discussion are simply limitations that can be mitigated during the planning process - so don't let them dissuade you from realizing the advantages of a panel discussion!What are the Types of Panel Discussions?8 Reasons Why You Should Be a PanelistShould Meeting Organizers Put Panel Discussions Back to Back?For more information about how to moderate a lively & informative leadership panel discussion, check out our free 7-part video series on how to moderate a panel and other resources to help you organize, moderate, or be a panel member. 1. Emphasis on Learning instead of Teaching, Discussion Method emphasises pupil-activity in the form of discussion, rather than simply telling and lecturing by the teacher. Thus, this method is more effective. 2. Participation by Everybody. In this method, everybody participates in the discussion, and therefore thinks and expresses himself. This is a sure way of learning. 3. Development of Democratic way of Thinking. Everybody cooperates in the discussion, and the ideas and opinions of everybody are respected. Thus, there is a development of democratic way of thinking and arriving at decision. 4. Training in Reflective Thinking. Students, during the course of discussion, get training in reflective thinking, which leads to deeper understanding of the historical problem under discussion. 5. Training in Self-expression. During discussion, everybody is required to express his ideas and opinions in a clear and concise manner. This provides ample opportunities to the students for training in self-expression. 6. Spirit of Tolerance is inculcated. The students learn to discuss and differ with other members of the group. They learn to tolerate the views of others even if they are unpleasant and contradictory to each others' views. Thus, respect for the view points of others is developed. 7. Learning is made Interesting. History is considered to be a dry subject. The learning of history is made interesting through Discussion Method. More effective learning is possible when the students discuss, criticise and share ideas on a particular problem.

Advantages and disadvantages

- Advantages:
 - Good for complex problems with lots of parameters (social).
 - Good where there is low degree of control (over e.g. parameters).
 - Helps us understand attitudes, cultures, meanings and other non-objective aspects of a situation.
- Disadvantages:
 - It is not considered a hard-core method by the positivist camp.
 - It is not an easy method.
 - Can take time.
 - Can be confusing (e.g. difficult to create good research questions).
 - Can be difficult to get access to a good case.

Active participation by the students in the discussion makes learning full of interest for the students. This also ensures better and effective learning. Limitations 1. All types of topics cannot be taught by Discussion Method.

tages	Disadvantages
to drive or conduct and to generate	<ul style="list-style-type: none">It is not based on a natThe researcher has less are generated
to collect data from the concentrates on the topic of (data) to other methods y of the results (in terms of f the group) increase the size of the tudies	<ul style="list-style-type: none">It is not possible to kno he/she contemplates orThe data analysis are m interaction of the group and the comments shot this contextIt demands interviewersIt takes effort to assemThe discussion should atmosphere that facilit

2. This method cannot be used for teaching small children. 3. The students may not follow the rules of discussion. 4. Some students may not take part while others may try to dominate. 5. The teacher may not be able to guide and provide true leadership in the discussion. In spite of these limitations, Discussion Method is a very useful and effective method for the teaching of History. Whole Group Discussion is a method of teaching that involves a modified form of classroom lecture.

Disadvantages of Lecture Method :-

1.One way: not effective if goal is shared responsibility

2.Details get lost in the shuffle after 15-20 minutes

3.Relative passivity of employees

4.Depends totally on trainers effectiveness and information

5.Usually no record of key points

and figures can be easily be garbled

In this model, the focus is shared between the instructor and the students throughout the information exchange. Typically, an instructor will stand before a class and present information for the students to learn but the students will also participate by answering questions and providing examples. Many teachers support this method as whole group discussions typically provide greater interaction between teacher and students. It provides a surprising amount of flexibility in the classroom, despite the lack of the traditional lecture. In this model, instructors give up the format of dictating the lecture and instead control what is being taught by steering the discussion. Here are a few other positive outcomes from this teaching method: Auditory learners find them appealing to their learning style. Teachers can check on what students are retaining through questions posed. Whole group discussion is comfortable for many teachers because it is a modified form of the lecture. Students have a tendency to stay focused on the lesson because they might be called on to answer questions. Students may feel more comfortable asking questions during whole group discussions. Whole group discussions can be unsettling for some teachers, as they require setting up and enforcing ground rules for students. If these rules are not enforced then there is a possibility that the discussion could quickly go off-topic. This requires strong classroom management, something that can be a challenge for inexperienced teachers. A few other drawbacks of this option include: Students who are weak in note-taking skills will have trouble understanding what they should remember from group discussions. This is even more so than in lectures in many cases because not only the teacher but fellow students are talking about the lesson. Some students may not feel comfortable being put on the spot during a whole group discussion. Many of the strategies below can help prevent the "cons" created by whole class discussions. Think-Pair-Share: This technique is popular in the lower elementary grades to encourage speaking and listening skills. First, ask students to think about their response to a question, then ask them to pair up with another person (usually someone nearby). The pair discusses their response, and then they share that response with the larger group. Philosophical Chairs: In this strategy, the teacher reads a statement that has only two possible response: to agree or to disagree. Students move to one side of the room marked agree or to the other marked disagree. Once they are in these two groups, students take turns defending their positions. NOTE: This is also an excellent way to introduce new concepts to the class to see what students know or do not know about a particular topic. Fishbowl: Perhaps the most well-known of classroom discussion strategies, a fishbowl is organized with two-four students who sit facing each other in the center of the room. All the other students sit in a circle around them. Those students seated in the center discuss the question or predetermined topic (with notes). Students on the outside circle, take notes on the discussion or on the techniques used. This exercise is a good way to have students practice discussion techniques using follow-up questions, elaborating on another person's point or paraphrasing. In a variation, students on the outside may provide quick notes ("fish food") by passing them to students on the inside for use in their discussion. Concentric Circles Strategy: Organize students into two circles, one outside circle and one inside circle so that each student on the inside is paired with a student on the outside. As they face each other, the teacher poses a question to the whole group. Each pair discusses how to respond. After this brief discussion, the students on the outside circle move one space to the right. This will mean each student will be part of a new pair. The teacher can have them share the results of that discussion or pose a new question. The process can be repeated several times during a class period. Pyramid Strategy: Students begin this strategy in pairs and respond to a discussion question with a single partner. At a signal from the teacher, the first pair joins another pair which creates a group of four. These groups of four share their (best) ideas. Next, the groups of four move to form groups of eight in order to share their best ideas. This grouping can continue until the whole class is joined up in one large discussion. Gallery Walk: Different stations are set up around the classroom, on the walls or on tables. Students travel from station to station in small groups. They perform a task or respond to a prompt. Small discussions are encouraged at each station. Carousel Walk: Posters are set up around the classroom, on the walls or on tables. Students are divided into small groups, one group to a poster. The group brainstorms and reflects on the questions or ideas by writing on the poster for a specific duration of time. At a signal, the groups move in a circle (like a carousel) to the next poster. They read what the first group has written, and then add their own thoughts by brainstorming and reflecting. Then at another signal, all groups move again (like a carousel) to the next poster. This continues until all the posters have been read and have responses. NOTE: The time should be shortened after the first round. Each station helps students to process new information and read the thoughts and ideas of others. Whole group discussions are an excellent teaching method when used in conjunction with other methods. Instruction should be varied from day to day to help reach the most students possible. Teachers need to provide their students with note taking skills before starting discussions. It is important that teachers be good at managing and facilitating discussions. Questioning techniques are effective for this. Two questioning techniques that teachers employ is to increase their wait time after questions are asked and to only ask one question at a time.