

Forms of Discussion: Sharing and Communication

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ABSTRACT:

This essay examines several debate formats and how they affect information sharing and communication. It looks at the many ways that conversations happen, both in traditional and contemporary settings, as well as the effects they have on people and civilizations. The study emphasises the need of encouraging fruitful and inclusive dialogues to encourage analytical thinking, teamwork, and the development of fresh ideas. This study aims to shed light on the distinctive features, benefits, and difficulties of various discussion formats, such as face-to-face interactions, online forums, and organised debates. By comprehending the many conversation formats, people and groups may improve their communication abilities and establish settings that support fruitful discourse.

KEYWORDS:

Conversation, Debate, Discussion, Instructor, Project, Students.

INTRODUCTION

There are many other discussion kinds that have been identified in the teaching of environmental science, but several significant ones that are primarily used in Indian schools are listed as Informal discussion. Classroom discussion, Debate, Symposium, Panel discussion and Brain storming. When we discuss a political issue in a tea shop, or a group of students or passersby discuss their issues, or when we discuss a personal issue with a friend with a goal in mind, that conversation is regarded as an informal discussion because it is only meant to be a conversation and we don't get anywhere from it. Therefore, such a conversation falls under the heading of informal discussion [1]–[3]. Most of the time, when a student has an issue with the instructor in class, the problem is caused-based. Other times, a student has a problem with the teaching, and in such cases, the discussion is objective-based, with the goal of coming to a conclusion. Discussions like these falls under the genre of classroom discussions.

Debate

In the debate programme, two or more students with divergent viewpoints present their arguments about a specific issue. Additionally, they refute the opposition. The remaining students are then invited to question the debaters or have a short conversation with them. A moderator is required for a debate. The debaters and the instructor should collaborate class to achieve meaningful outcomes [4]–[6].

Some Topic for Debate

- i.** Globalisation is essential for India's economic growth.
- ii.** Our nation's impoverishment is a result of capitalism.
- iii.** The correct development has not been produced by the five-year plans.
- iv.** The finest kind of government is a democratic one.
- v.** For governmental structures, let idiots argue that the least governed is the best.
- vi.** India's democracy is more formal than it is actual.
- vii.** In India, fundamental rights are useless.
- viii.** Used requires complete disarmament.

Symposium

In a symposium, participants share with the audience their opinions on many facets of a chosen issue or subject via speeches or appropriate readings. We consider of a symposium as a collection of remarks, either spoken or written, that represent opposing or at the very least dissimilar points of view, to paraphrase Struck.

Objective of Symposium

The symposium's goal is to explain viewpoints on contentious issues. The debate is being heard by the audience. Every individual draws his or her own judgements on the truthfulness of the arguments made. Four or five students should participate in a symposium at the most.

Several Ideas for Symposium Topics

- i. The community project must be well organised if rural economic development is to occur.
- ii. The primary motivation in all economic endeavours is profit.
- iii. The ideas of Mahatma Gandhi.
- iv. The accomplishments of the Aryans in the realms of science, literature, politics, the arts, and everyday Indian life.
- v. Jawaharlal Nehru, a super leader in Indian history.
- vi. The Members of Parliament's Asset and Liability Declaration.

Panel Discussions

It is a conversation amongst members of a carefully chosen group that is both large enough for diversity and intimate enough for focused debate. Four to six people may be the optimum quantity. In a panel discussion, the panellists are often leaders in their industries. Before an audience, they give several points of view, and the audience then participates in the conversation.

DISCUSSION

Goal of the Panel Discussion

The goal of a panel discussion is to gather crucial information from many perspectives, to promote thought, and to establish the groundwork for widespread involvement. They only have casual chats none of the members speak.

Rotation System

A panel discussion may use the rotation system. Each participant offers his or her viewpoint in turn, or the participants speak quickly when each one has an idea.

Advantages

The panel discussion technique offers a natural context where individuals may ask questions, assess responses, and make helpful contributions. Several subjects for panel discussions include:

- i. The function of planning in the growth of the economy.
- ii. Nationalism is no longer able to address the issues facing underdeveloped nations.
- iii. Social organisation was the area in which the Aryans excelled the most.
- iv. The President represents the country, but he or she does not govern it. He is the nation's emblem, and in the government, he serves as the ceremonial object or seal that announces national choices, according to B.R. Ambedkar.
- v. Within the confines of our (England's) system, an active monarch whose ideas were a subject of public interest is unimaginable, according to Laski Herold.
- vi. The function of planning in the growth of the economy.
- vii. Social organisation was the one area in which the Aryans excelled.

Brain Storming

In this kind of debate, participants' minds are encouraged to generate a flood of recommendations and thoughts surrounding the subject matter without any consideration of whether or not these proposals are useful and purposeful. When the brain is given this kind of freedom from societal structures, it may express some of the most helpful and valuable ideas. The phrase Small saving could do a lot to strengthen the savings movement is an excellent topic for brainstorming [7]–[9].

Technique for Discussion

In order to effectively apply the discussion approach, the instructor and student representatives should prepare carefully. Preparation, discussion, and assessment are the three steps that may be separated out in a well-planned

and led procedure discussion. In order to properly prepare the topic for the discussion, the instructor should read widely and in-depthly with a purpose and critical eye. For assistance, the blackboard should be written with the topics to be addressed arranged rationally. If the kids don't feel the need to debate the issue at first, they should be forced to. The person moderating the conversation needs to be disciplined. Face-to-face conversation should be ensured by the seating arrangement. The knowledge and opinions of every group member contribute to the discussion's strength. As it is a collaborative process that breaks down if one individual control it, everyone should contribute to its advancement. Sincere questions and remarks from students should be encouraged by the instructor to ensure that everyone in the group contributes.

He must direct the conversation towards the achievement of certain goals and the development of suitable abilities and techniques: A laid-back and casual atmosphere is necessary to get the outcomes you want. Because of this, the conversation is really a cooperative experience rather than a conflict. The instructor must constantly work to prevent personal attacks and encourage the participants to concentrate their remarks on the idea rather than the speaker. He should make sure that the conversation is goal-oriented, the questions are clever, and the course is solid. It's important for the instructor and students to get along well. Discussion broadens knowledge, lessens or eliminates biases, changes attitudes or ideals, broadens the spectrum of interests, changes beliefs about national and international affairs, or makes a member a more engaged citizen. These considerations must guide one's evaluation of the conversation.

Advantages of Discussion

1. Useful both for the Juniors and Seniors

Junior kids learn through conversation and discussion how to share interests, take turns, listen intently, act cooperatively, speak clearly, stand and sit correctly, respect other people's ideas, ask pertinent questions, use simple information, and comprehend the issue at hand. Senior kids strategize and talk about issues both as a whole class and in smaller groups. The group shares responsibility, comprehends the subject, understands the material, offers essential information, analyses the findings, and summarizes the outcomes.

2. Clarification and Sharpening of the Issues

Discussions uncover fresh areas of agreement and disagreement as well as the possibility that values may be replaced by both old and new concepts.

3. Increase in Knowledge

Children clarify their thoughts and pinpoint ideas that need further research via dialogue. Their understanding of environmental science is evident as a result.

4. Moderation

Students learn via conversation that having a different point of view need not spell doom and that different individuals may have the same beliefs for various reasons.

5. Knowledge of Limitations

The learner learns what he didn't know, what he missed, and where he erred in his facts and his technique of interpretation. He could learn what he knows and how certain he is about it.

6. Intellectual Teamwork

Discussion is a kind of intellectual collaboration based on the premise that the collective wisdom, opinions, and sentiments of many people are more valuable than those of a single person.

7. Tolerance

Discussion fosters tolerance for opinions that differ from one's own.

8. Identifying Leaders

The instructor may identify kids who have the potential to become real leaders via discussion.

Project Method

For all activity kinds, concrete activity approaches are used. The project approach offers educational opportunities tailored to individual preferences. Now, the issue is What exactly is a project? With these phrases, we may clarify that a project is an endeavours that students voluntarily undertake in order to address a perceived issue and promote learning in accordance with the curriculum. It is a tangible task intended to help you acquire a crucial procedure or ability. With a broad definition, a project may be anything that involves acting, pageants, building models, creating maps and charts, gathering photos, creating scrapbooks, visiting historical sites and exhibits, creating an environmental science wall newspaper, Organising discussions, etc. The project technique breaks down topic barriers since it allows students to learn about other subjects while working on an Environmental Science project, such as literature, math, and art.

Basic Principles of Project Method

- 1. Activity:** Physical or mental activity is required for the project.
- 2. Purpose:** Projects should have goals and address a need that the students perceive.
- 3. Experience:** The project should provide the students a variety of experiences, including manipulative, tangible, mental, etc.
- 4. Reality:** The project needs to provide real-world experiences.
- 5. Freedom:** Students should have the freedom to engage in the many project-related activities.
- 6. Utility:** A project's actions should be advantageous.

Steps of Project Method

1. Providing a situation

First and foremost, the project creates an environment where students may naturally want engaging in a beneficial activity. Through conversation, discussion, or the display of photos and models, among other methods, the instructor learns about the students' interests, needs, preferences, and aptitudes. While reading a narrative or sending the students on a field trip introduces them to the world of projects, they are exposed to a variety of settings and choose the project they want to work on. The kids should be given enough chances to debate their ideas with one other and with the instructor, as well as to express them verbally. The circumstances or issues that are presented to the students should be sociable since they provide better socialization and higher levels of pleasure.

2. Choosing

One of the teacher's key responsibilities is to help the students choose a solid project choice.

3. Purposing

Kilpatrick made a good point when he said that a student's and a teacher's roles in the majority of schoolwork rely much on who sets the goals. It pretty much sums up the entire affair. A project's purpose is its most crucial component. Due to a need for rapid and effective outcomes, the instructor may succumb to the temptation of selecting the project themselves. The method's key tenet is broken in this situation. The choice of the project should ultimately be made by the students. Students choose and force themselves to work hard and diligently. They are inspired to improved planning by the projects thorough implementation and effective conclusion. The teacher's encouragement of student effort shouldn't impede the growth of the students who must make the ultimate project decision. The goal must be universal and agreeable to the whole class. The student's whole commitment to the project is required [10].

4. Teachers Role

The instructor should ensure that the projects meet a genuine need that the students have and have the potential to be educational. He should make sure that the students won't make a poor decision. He needs to avoid getting upset about failing. He should deftly guide the pupils to reject that decision and choose another. If the students make a poor choice, he should outline the project's advantages and disadvantages and encourage them to change their minds. He should avoid the need to force his viewpoint on the student. Students are uninterested in activities that are assigned to them.

5. Freedom and Utility

The various project-related activities should be left up to the students' discretion. A project's actions must be beneficial. The project's execution requires a lot of student involvement. It is the longest step of all. The students must engage in a variety of tasks, including gathering information, visiting locations and speaking with locals, interviewing notable figures, consulting labels, observing specimens and curios, and creating maps, charts, diagrams, and graphs using the data collected by different groups. Other tasks include surveying the neighborhood, studying books, keeping records, computing costs, requesting rates, and writing letters and thank you notes. The instructor should instruct the students on where to get pertinent information. He ought to provide them the details they were looking for. He has to keep an eye on the project's development and oversee the operations. He has to organize the knowledge that will be shared via a project. He should observe how the staging of a play or concert involves elocution, music, literature, needlework, craft, and art in addition to the numerous calculations needed to plan expenses, keep records, and produce a balance sheet, or the practical science required for stage lighting and effects. As the students engage in the activities, the instructor should ensure that they have a range of experiences and learn a lot.

6. Analysis

When evaluating or appraising their work, students must identify their strengths and weaknesses and go through their work to ensure that nothing was missed and that it was completed in line with the established plan. He should ensure that errors are recorded so they may be learned from in the future. He should also ensure that successful past experiences are examined so they can be used as positive role models. The students should evaluate their own work critically.

7. Recording

Students should keep a thorough record of all actions related to the project since impressions that are not documented are likely to be forgotten. Everything ought to be recorded from the selection of the project, the discussions held, proposals advanced and accepted, duties assigned, books and journals consulted, information sought after, work undertaken, difficulties felt and experiences gained, short and long-term gains obtained, self-appraisal important guidelines and future references, etc. should all be noted in the project book. As a result, the project book captures the worthwhile experiences of the team. Prizes for well-prepared project books may be given out to the students to motivate them.

Benefits of the Project Method

1. Psychological.

Planning for the project follows the psychological principles of learning. It offers the most natural learning environments. As a result, the youngster retains the lessons learned for longer.

2. Independence and Choice

There is some latitude in project methodology. It is a means of exercising self-control. It teaches kids how to act on their knowledge, improvise, innovate, experiment, and know all there is to know. As a result, it fosters creativity.

3. Considering Maturity

The Project approach offers learning materials that are appropriate for each individual's stage of mental growth in accordance with psychological principles of maturation. The more mature students are assigned the chapter and challenging aspects of the subject at hand, leaving the easy learners to the other students who are slow learners.

4. Social Advantages

The project approach produces social advantages since different groups are responsible for producing their own contributions, which are then gathered and constitute the class effort.

5. The Training Project Method

offers social adjustment training. It enhances a student's ability to adapt to their surroundings, make use of what is available, and deal creatively with challenges.

6. Acting Upon Knowing

With the project approach, the students learn and act because they recognize the importance of what they are doing in achieving their goals.

7. The Democratic Project Technique

teaches kids how to live democratically. It motivates them to work together, to think and act towards a single objective. It imparts responsibility while granting pupils flexibility within a cooperative democratic framework.

8. Realistic

The project approach encourages students to get a better understanding of concepts by actually seeing them in action, which gives learning via practical issues.

9. Increase

Through the project approach, both the instructor and the student develop. The student tackles other subject areas in a similar way, inspired and stimulated by his research of many resources. Additionally, the instructor develops his knowledge of a child's creative growth.

10. Assessment

Project management methodology establishes an internal standard of assessment. When students learn to evaluate their own work, this process discloses errors and promotes quick development and real learning.

Limitations of the Project Method

1. Less Information

While students who are educated via the project approach often display astounding detail-oriented knowledge in unusual situations, their true ignorance is shown outside of the projects. For instance, even if a study in environmental science may thoroughly examine the building of a historic home, students may not be familiar with Chandra Gupta Maurya's rule.

2. Tough to Formulate

At a later stage of school, it might be challenging to create projects with a suitable level of breadth and depth.

3. Insufficient Instructional Progress

Ensuring any form of systematic progress in education is quite challenging.

4. Demands Highly Qualified Teachers

For this system to be successful, instructors must be very well qualified. Teachers need to be committed and organised. According to Raymont, the project technique is based on the student's wholehearted purpose. It provides an excellent practical approach to the study of both theoretical and real-world issues. The instructor bears responsibility for the project method's success or failure.

CONCLUSION

Forms of discourse are crucial in forming our perception of the world and fostering intellectual development. We have looked at a variety of conversation styles and their effects on communication and knowledge sharing throughout this work. Face-to-face interactions allow for immediate communication, the exchange of nonverbal signs, and the development of sympathetic bonds that lead to greater interpersonal understanding. Online forums provide a venue for different viewpoints from across the world, facilitating a greater flow of ideas but also facing difficulties like anonymity and information overload. Structured discussions enable the formal investigation of other points of view, fostering persuasive and critical thinking abilities.

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