METHODS: DAVID KANTOR - 1975

POSSIBLE FORMATS FOR STRUCTURING STUDY GROUPS

(Please note that these formats provide for some degree of group
participation. I feel that the most effective group is the one that
has all of it's members participating conjointly in the teaching and
learning processes. The term "forum" will indicate group discussion.)

1) LECTURE/FORUM   Presentation of a formal lecture followed by a
                        group discussion of the material covered. Meeting
                        can be broken up into a series of short lectures
                        each followed by a brief period of discussion.

2) TEAM TEACHING/FORUM Two or more speakers followed by a discussion,
                        or speakers-discussion leader-discussion sequence.

3) INFORMAL DISCUSSION The loosest of all formats; free, open
                        discussion of a topic of interest; may be done
                        by the group as a whole, or it may done by a lot
                        of sub-groups.

4) FORMAL DISCUSSION   A little more order than in the informal dis-
                        cussion; a leader poses questions for which
                        specific answers are sought in the ensuing discussion.

5) COLLOQUY   The group breaks up into small groups which develop
                        specific questions related to a given topic.
                        A leader from each group then becomes a part
                        of a panel which poses the questions to another
                        panel of resource persons. The resource persons
                        may be members who have done extensive study on
                        the topic, or outsiders representing a particular
                        field or discipline. An open discussion may follow.

6) ASSIGNMENT/REPORT/FORUM   Formal reports are delivered to the group
                        on previously assigned topics followed by discussion.
                        Individuals or teams may be assigned the topics
                        for reports.

7) CLASSROOM RESEARCH/FORUM   This could also be considered looking
                        for um; the leader poses topics for research
                        during the study period followed by a discussion
                        of the findings at the conclusion of the session.

8) CASE STUDY/FORUM   Examination of an incident and drawing of ideas
                        from it relevant to present situations.

9) SMALL GROUP RESEARCH/FORUM   Main topic broken up into sub-
                        topics for research (groups of 4-5) then a
                        forum is held consisting of group reports and
                        discussion of findings.

10) DRAMA/FORUM   A dramatic presentation is given followed by discussion
                        of points and issues raised.

11) CLASS INTERVIEW/FORUM   A resource person answers questions
                        fielded by the class. Questions may be submitted
                        beforehand for study by the resource person.

12) DEBATE/FORUM   Opposing views assigned for research and debate
                        presentation followed by discussion.

13) PAPER REVIEW/FORUM   A paper (or section) of the book is reviewed
                        book review style followed by discussion.

14) AUDIO VISUAL/FORUM   An audio visual presentation is followed by
                        a group discussion, possibly with the producers
                        of the presentation acting as discussion leaders.

15) CIRCULAR RESPONSE   Comments on a presented idea are given in turn,
                        around the group. A good way to encourage participation
                        on the part of those who may be a little shy.

16) REFLECTION RESPONSE/FORUM   Silent reading and meditation upon an
                        assigned portion followed by discussion.

17) **WRITTEN WORK/FORUM** With the proper application of imagination, this format could be a lot of fun. Written work could include: Written answers to written questions, matching, multiple choice, completion, crossword puzzles, short essays, paraphrase. Written work could be assigned in advance, leading to a discussion during the actual study period. Work can be turned in and redistributed for discussion.

18) **GAMES AND SIMULATIONS** Simulations are working models of reality containing the most important parts of the reality situation. Any past, present, or future situation in which humans working in a society find themselves making decisions and taking action to change the course of events around them can be the subject of a simulation game. Play to be followed by evaluation and discussion of discoveries.

Types of Games
1) Media ascendant simulation: Techniques that emphasize learning thru vicarious experience usually mediated by machines, computers, films, pictures, etc.
2) Interpersonal ascendant simulation: Techniques that are characterized by decision making, role playing, and player inter-action.
3) Non-simulation games: Techniques that feature a competitive context for learning concepts and principles drawn from formal disciplines (sometimes referred to as "motivational games").

It should be pointed out the the design and operation of simulation games is a relatively sophisticated and complex undertaking. There is quite a bit of information relevant to it at your local university library in the education section.

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Teachers should learn the art of asking carefully phrased questions which will help the student perceive specific meanings, understanding, (association with other meanings), and possible decisions for action of a value-associative nature.
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Be sure that you understand the objective situation to which you are relating and avoid relating only to your subjective conception of what that situation is; you will thus greatly increase your effectiveness.
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A system designed to serve people must be structured so that it's output is information needed by those served. Maximum efficiency of system occurs when information at output precisely matches information need by system served, minimizing impedance mismatch, which occurs when serving system is unable to provide information required by system served. Significant impedance mismatch will introduce dis-tortion into both systems and may eventually lead to their collapse.
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Look at language as a transportation system for ideas; it must be fast, direct, clear, and comfortable. Therefore let us eschew all obfuscation.
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A bibliography will accompany the final report of my committee on "methods".

David Kantor