PANEL DISCUSSION

PANEL DISCUSSION INSTRUCTIONS
For this panel discussion you will research both sides of a controversial topic, take positions on the topic, and then present your points of view to a participating audience in the form of a panel discussion. This is an opportunity for you to practice and use the following skills – research, discussion, planning, organizing, collaborating, developing, presenting, questioning and debating on a panel discussion.

INTRODUCTION
We often see debates/panel discussions on TV, hear them on the radio/internet news, and watch them on campus. These types of events often take the form of political debates, current event debates, or informative discussions. As professionals in our given field, we may be asked to present a topic as a panel member. Therefore, this assignment will give you practice participating in a debate/panel discussion with a group of your classmates. You will practice disagreeing politely and debating respectfully. As audience members, panel discussions will give you practice asking different types of questions in a professional, diplomatic way.

WHAT IS REQUIRED?
1. You must research the topic thoroughly. Use at least five (5) different resources in order to do thorough research. Your team will cite these resources in your PowerPoint presentation on the last slide. As examples of resources, you may use paper periodicals from the library (ask the librarian for guidance); search engines for online articles. Dawn, The news ; international periodicals; the online Economist magazine; Psychology Today magazine, among others. Your aim is to get a wide variety of perspectives so that you are exposed to both arguments.

2. For this assignment, you will work in groups to examine a controversial topic in the Pakistan from a variety of perspectives. Your panel will be 60 minutes in length (including Q&A), and each student is responsible for speaking an equal amount of time during the discussion and helping in preparation – whether it be looking for sources or preparing arguments. When one panel discussion group is presenting / speaking, the rest of the class will be curious, contributing audience members who will participate by asking content and/or clarification questions and offer comments/perspectives.

3. ROLES
There are three roles that group members can take: Moderator, For position (PRO), and Against position (CON).

Moderator: Your role is to be IMPARTIAL, which means you do not take sides and your personal opinion is not revealed. Your expertise is presenting the topic in 3-7 PPT slides, leading the panel discussion, inviting panelists to speak, and being a liaison between the
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audience and the panelists. You will:
· Plan an introduction that states the topic and why it is being discussed. A moderator can also provide background information on the topic. [The intro and background should be in the form of PPT slides.]
· Introduce each member of the panel. [Each member should have LARGE name plates that sit in front of him/her on the table. The audience should be able to read the panelists’ names, titles, and organizations easily.]
· Ask questions to keep the debate/panel going and to clarify or ask for further explanation.
· Keep track of time.
· Control the debate.
· Monitor audience questions.
· Conclude the debate/discussion.

For and Against positions: You must assign yourselves titles/create an identity to create credibility; for example, you could be a “Clinical Psychologist” who specializes in X topic studies, or you could be a Mother of an Autistic Child who has personal experience in X situation, or you could be a “CEO” of ABC Corporation. You will:
· Role-play whichever role you are assigned.
· Prepare and keep track of what points you will make/data you will present during the discussion.
· Be able to speak your identity’s opinion/perspective when put on the spot (impromptu speaking.)
· Try to predict the arguments that other members on the panel will make and plan responses.

Example Format for Panel Discussion:
1. Introduction to topic (PPT) & Panelists by Moderator
2. Each panelist on both sides makes a statement of point-of-view on topic
3. Discussion between Panelists ensues in the form of questions & answers
4. Audience participates: Questions from audience members (Led by Moderator)
5. Conclusion (by Moderator)

NOTES AND REMINDERS:
1. Panel including Audience Q&A will be 60 minutes
2. As audience members, you must support each other by asking numerous questions during each presentation. Practice asking pointed, compelling content and clarification questions.

HELPFUL PREPARATION TIPS:
1. With your team, create and agree to a homework/preparation schedule and stick to it.
2. Work generously with your partners. Brainstorm with, rehearse with, support, and assist one another in and outside of class.
3. Ask the teacher any questions you have about preparing for your panel discussion.
HELPFUL DELIVERY TIPS:

· Define terms or phrases that the audience may not know.
· Use index cards for notes (not full-length pages) that have key words, not full sentences on it.
· Use the S-V-O sentence structure (Subject-Verb-Object) to keep it easy for the audience to understand.
· You can elaborate on your points by using clauses to give more information: noun clauses, adjective clauses and adverb clauses.
· In general, you can organize your comments by:
  · (a) connecting what you are about to say using logical transition/connecting language,
  · (b) give some background information if the audience isn’t familiar with the topic,
  · (c) state your point, and
  · (d) wrap it up or bridge your comment to your next comment using logical transition/connecting language.
· During the Q&A, (moderator and panelists) don’t forget to paraphrase the audience’s questions or comments. Connect the questions/comments to the topic/discussion.
· During the conclusion, be sure to make it a thoughtful ending. End with a comment for the audience to think about, a recommendation, a suggestion or a prediction. End your discussion meaningfully, not abruptly.
· Moderator: for your panelists, create discussion questions that begin with a WH word such as who, what, when, and where, but the most effective question words are HOW and WHY. If you ask a Y/N question, it does not entice debate; therefore, information questions (WH questions) are more effective for discussions.

EVALUATION

Your panel discussion will be evaluated by your instructor.