

Artifact 4
Discussion Protocols and Dialogic Practices Activity

CU Dialogues Portfolio - Spring 2025
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Participation Format 1:

Calling for responses

Implementation (Why You Chose It, Highlights, and Potential Pitfall):

I chose this technique because it allows everyone to actively engage with the content, and at the “worst case scenario”, realize and acknowledge they either do not want to engage in the dialogue or that they do not know much about the topic and decide to listen instead. Additionally, it invites everyone to participate including those with quieter voices and encourages them to speak their minds.

Participation Format 2:

Asking for themes

Implementation (Why You Chose It, Highlights, and Potential Pitfall):

Asking for themes sounds like a great way to get people thinking about common things in the discussion and how they interact with each other. This is especially helpful if the discussion seems like it is about to end and needs a new direction.

Participation Format 3:

Paraphrasing and Mirroring

Implementation (Why You Chose It, Highlights, and Potential Pitfall):

This helps the crowd get a summary of the main discussion points and the reasoning behind them in a more structured way. I chose it because sometimes when a person is talking, they are also simultaneously structuring ideas as they speak and this could get listeners or even the speaker to get lost in the process. This technique is essential to make sure everyone is seen and understood.

Discussion Protocol 1:

Provide feedback or problem-solve a dilemma – Tuning Protocol

Implementation (Why You Chose It, Highlights, and Potential Pitfall):

This method is interesting because it helps students identify good and bad practices from each other’s work. They also learn from each other’s mistakes and may even borrow good habits from each other. Constructive criticism cannot always be provided by the professor in huge size classrooms, and engaging students this way allows for everyone to benefit. It is preferred to do this over an online form. One issue is that some students may get more responses than others.

Discussion Protocol 2:

Discuss data or other artifacts – Looking at student work

Implementation (Why You Chose It, Highlights, and Potential Pitfall):

This inspires me especially when the content is anonymous, and everyone is engaging without feeling pressured. It also helps students learn from each other's mistakes.

Discussion Protocol 3:

Brainstorm or generate new ideas – Open space

Implementation (Why You Chose It, Highlights, and Potential Pitfall):

For one of my classes outside Data Science, our final exam was a crowd-made play. We had to sit together as a class of 16 students, without a professor, brainstorm ideas on what the play can be about and agree on key events that relate to what we had studied that semester. One pitfall of this exercise was the continuous disagreements and communication clashes that occurred. Nonetheless, it was a good exercise to get the students to identify their strengths and weaknesses, in addition to their hidden skills and their communication and leadership styles.