

Artifact:

Domain Three, Using Questioning and Discussion Techniques

It is not much, but this artifact is a picture of the main desk and layout used for our Mock Legislature session in my second semester government course. The purpose of this was for students to experience and understand the process of a legislative system. From writing a bill with complete accuracy, going through first reading, committee, voting, second and third reading, and debates. The class, or the Senate in this session, had a president who oversaw the questioning and debate process. If a student (or Senator) had a question or argument, he/she would stand up, and the President of the Senate would say, "the chair recognizes senator" so and so. The Senator would then say, "Mr. President, senate, my question is...". This not only taught the process Congress goes through when in session, but it also shows the importance of this process, which mitigates interrupting one another in debates and allows times for everyone to listen to one another. As this occurred, I would ensure students followed the process correctly and would step in with extra questions or comments to keep the process flowing.

This was a fantastic experience because students came out of it knowing and better understanding what Congress experiences and how challenging, frustrating, and biased the process can be. With this, all students were involved and had the chance to share their thoughts and feelings in the debate process, which created a very open experience with one another. This is an example of one way I utilize questioning and discussion techniques in my classroom. With this, I enjoy using a variety of techniques to get students involved in discussions, because I feel the ability to communicate well is a key skill used later in life and should be practiced now.

