CLIL Lesson Plan: Group Discussion Skills for Engineering Students

Teacher: Dr. B. Spoorthi

Grade Level: B.Tech 1st Year – CSE/BT/MMEl

Course: English for Technical Communication

Subject: Group Discussion Skills with topics related to Responsible Computing

Duration: 120 minutes

Objectives:

Content Objective:

- By the end of this lesson, Students will be able to analyze and discuss real-world ethical dilemmas in technology and propose responsible solutions.

Language Objective:

- By the end of this lesson, students will be able to effectively present arguments, listen actively, and engage in structured group discussions using clear and organized communication skills.

Materials:

- Projector and screen
- List of discussion topics
- Timer for tracking discussion time
- Notebooks or digital devices for note-taking

Preparation:

- Prepare a presentation explaining group discussion strategies and rules.
- Arrange classroom seating to facilitate group interaction.

Procedure:

1. Introduction (10 minutes)

- Begin with a discussion on the importance of group discussions in academic and professional life.
- Ask students if they have participated in group discussions before and their experiences.
- Introduce the lesson's objectives: understanding group discussions and improving communication skills.

2. Understanding Group Discussion Rules (15 minutes)

- Present key rules of group discussions, including:
    - Active listening and respectful turn-taking.
    - Staying on topic and avoiding unnecessary interruptions.
    - Structuring arguments clearly (introduction, reasoning, examples, conclusion).
    - Handling disagreements professionally.
- Engage students in discussions on why these rules are important.
- Distribute handouts summarizing these rules for future reference.

3. Allotting Discussion Topics (10 minutes)

- Present a list of discussion topics (technical and ethical topics relevant to responsible computing).
- Examples:
    - The Role of Artificial Intelligence in Promoting Responsible Computing Practices
    - Should Governments Regulate the Use of Personal Data in Technology?
    - The Ethics of Artificial Intelligence: Ensuring Fairness and Accountability
    - Should Companies be Held Legally Responsible for Cybersecurity Breaches?
    - Is Digital Privacy a Fundamental Human Right?
    - The Impact of Social Media Algorithms on Society: A Responsibility of Tech Companies
    - Should Technology Companies Be Required to Build in Ethical Guidelines from the Start?
    - The Balance Between Innovation and Ethical Considerations in Tech Development
    - Responsible Computing: How Can We Ensure Digital Accessibility for All?
    - Should Tech Companies Be More Transparent About How They Use User Data?
    - The Ethics of Autonomous Systems: How Much Control Should We Retain?
    - How Can We Ensure That Emerging Technologies Don't Exacerbate Existing Inequalities?
    - The Responsibility of Developers in Preventing Technology from Being Used for Harm
    - Artificial Intelligence and Employment: How Should Society Address Job Displacement?

    - Are “Dark Patterns” in Web Design Ethical?
    - The Environmental Impact of Computing: Should Tech Companies Focus More on Sustainability?
    - Data Privacy vs. National Security: Where Should the Line Be Drawn?
    - The Role of Ethics in AI Training: Who Should Be Accountable for Bias in Algorithms?
    - Digital Addiction: Are Technology Companies Responsible for Protecting User Mental Health?
    - Is Open-Source Software the Most Responsible Way Forward for the Tech Industry?
- Divide students into groups of 6, 7 or 8 and assign topics.
- Ensure each group understands their topic and expectations.

4. Preparation Time: Gathering Thoughts (20 minutes)

- Allow students time to brainstorm and organize their ideas.
- Encourage them to note key points, arguments, counter arguments, and supporting evidence.
- Teacher moves around to offer guidance and ensure clarity.

5. Group Discussions & Presentations (60 minutes)

- Each group takes turns presenting their discussion (5 to 10 minutes per group, depending on class size).
- Encourage interactions and allow the audience to ask questions or challenge arguments constructively.
- Provide constructive feedback on content, clarity, and delivery.

Conclusion (5 minutes)

- Summarize key takeaways from the session.
- Ask students to reflect on their strengths and areas for improvement in discussion skills.
- Assign a reflection task: Students write a short summary of their discussion, focusing on the key arguments and their personal learning experience.
- Thank students for their participation.

Assessment:

- Assessment of students' understanding of group discussion techniques through classroom participation.
- Evaluation of articulation, argument structure, and clarity during group presentations.

- Review of students' reflection assignments on their discussion experience.

Homework/Extension:

- Assign students to watch a professional debate or group discussion and analyze the techniques used.
- Encourage students to apply discussion techniques in other academic settings.

Note: This CLIL lesson plan is designed to integrate structured group discussion skills with technical and ethical topics, preparing engineering students to articulate ideas effectively in professional and academic settings.