

GALLERY WALK

A number of problems or discussion points are posted around the room. Students walk through and read each one individually and without any talking, adding their own reflections, answers, or ideas.

Pros

- true personal reflection

- Comfort of sharing + way for others to learn unfamiliar topics

low-pressure, anonymous

Cons

- may miss the point and be off topic

↳ I can come and re-direct if needed!

- mistakes may spread (if applicable)

- students may express offensive ideas without consequences +1

- ~~some students~~ may not foster exploration of ideas / opinions but instead lots of repetition

SNOWBALL DISCUSSION

Basic Structure: Students begin by thinking about their response to a question individually. Next, students respond to a discussion question with a single partner. After each person has had a chance to share their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined. Next, groups of four join together to form groups of eight, and so on, until the whole class is joined up in one large discussion.

Pros

Offensive
statements, I
freeze/don't
know how to
respond

- gets all students to think about the comment, hear from others - including how others interpreted the idea/statement, maybe each party learns from the other

time management:

could be good way to have everybody discuss in small groups before sharing with the whole class (saves time if partially implemented)

- Provides a lot of time and space for exploring a topic in different ways and hearing diverging points of view
- helps build trust and comfort level to share w/ other students.

Cons

- pressure on student who makes initial comment
- class turns against them, trust gone

time management: takes time to implement? (if everybody has to speak)

- Difficult for all sts to participate + fully engage as group grows in size. +1

- Little control might lead to off track discussion and also could give room to misconceptions about the topic

Pros

• sts have ability to do more research + time to prepare their answer

• Students who may not speak up in class are more likely to participate. +1

Students can compose their remarks more carefully than in-the-moment

A great way for students to learn from each other, understand where others' pov are coming from

Time management:

Can allow to go deeper into discussion after class, especially if too short on time. in a class discussion can be a warm up and online discussion be the actual discussion.

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Cons

• sts may respond w/ "unfiltered" remarks ^{→ moderator}

• OL communication does not have benefit of verbal / facial cues & body language / tone
→ misunderstandings, misinterpretations

Students may not have time to participate (unless required)

- Depending on the { Post
Comment
part of participation, a

Contribution can stymie the natural constructive course of discussion.

• students may opt to not participate thus stifling the activity

- Students may not read all comments and only respond to last comment (limited view of discussion)

- face-to-face social norms may not be adhered to in online space; people feel freer to be rude, etc.

CHALK TALK

Requires a chalk board, white board, or very large writing space. The facilitator makes many pieces of chalk or markers available and explains VERY BRIEFLY that Chalk Talk is a silent activity. (No one may talk at all. Anyone may add to the chalk talk as they please.) Students can comment on other people's ideas simply by drawing a connecting line to the comment. To start the facilitator writes a relevant question in a circle on the board and students can fill in their ideas. The facilitator can stand back and let it unfold or expand thinking by circling some ideas, writing questions about a participant's idea, or adding his/her own reflections or ideas.

Pros

- recording in written form have containing feedback for a criterion in the group
- gives all a chance to participate simultaneously
- freeing way to think/communicate about certain reflective topics

Cons

- too many students could prove difficult/stifling
- may move slowly, have isolated conversations.
- May be quite intimidating for students who prefer more linear approach to learning
- result is undefined

Basic Structure: A group of students sit facing each other in the center of the room; the remaining students sit in a circle around them. The central students have a conversation based on a pre-determined topic and often using specific skills the class is practicing (such as asking follow-up questions, paraphrasing, or elaborating on another person's point). Students on the outside observe, take notes, or perform some other discussion-related task assigned by the teacher.

Pros

- gives sts opportunities to observe possible strategies of comm. aside from their own.

- Structured discussion like this can limit the possibility of offensive or inappropriate ideas or topics to surface

- Ideas may surface that some sts may not have otherwise thought about.

Cons

- intimidating 4 some students (ie. introverted, ESL, shy?)

- it can make it worse if the typical conversation be among the inner circle!

- sts may observe and adopt comm. strategies from other sts that are not ideal.

- Student's Not paying attention at all

The teacher presents the topic to be learned and divides students into small groups. Each student is responsible for reading and summarizing part of the information on the topic. The student will present the summary of the information to the small group. Each student's part is essential just like all pieces of a jigsaw puzzle are necessary for the complete picture. Each student gets to become a teacher and the workload is divided and conquered.

Pros

- reiterating the Contrarian Viewpoint might help in self reflection/address.
- Helps encourage participation in a safe way + can develop a student's confidence.
- Able to understand different perspective

Cons

- If student's (50% or more) are not understanding the reading we have gaps and the silence grows more #lack of talking
- Students could become more confused if other students do not explain their part well.

THINK-ALoud PAIR (TRIAD) PROBLEM SOLVING (TAPPS)
Divide students into groups of 3. Give each group a problem to solve, a text (or image) to interpret, or a case to discuss. Ask students to designate an explainer, a questioner, and a recorder. The explainer explains how to solve the problem, interpret the text (or image), or analyze the case. The questioner asks questions when the explanation is not clear or is incomplete. The recorder can also ask questions to give hints that might generate new or different explanations. The recorder records the explanation via writing notes and/or drawing diagrams. Each explainer will then present the explanation using the recorder's notes.

Pros

- student who doesn't like to speak can still participate
- small groups avoid problem of antagonistic participants derailing entire group

Cons

(student offloading comments) - this could exacerbate the problem if ppl don't get along.

Students may be 'assigned' into roles they are not comfortable w/ - build dissatis faction

PROS

- ensuring beneficial time → builds in reflection which is highly beneficial for learning
- can include those who may be uncomfortable talking in class - they participate too.
- build student confidence & more detailed discussion responses
- contentious issues → time to gather thoughts, manage emotion ←

time management: can allow for more efficient discussion if arguments are prepared

CONS

- keeping students on task; perhaps require to write on ^{their reflections} paper, not via devices
- time limits can create some anxiety for some students.
- limit expression of ideas/concept

cons: takes time from the actual discussion

AFFINITY MAPPING

Basic Structure: Give students a broad question or problem that is likely to result in lots of different ideas, such as "What were the impacts of the Great Depression?" or "What literary works should every person read?" Have students generate responses by writing ideas on post-it notes (one idea per note) and placing them in no particular arrangement on a wall, whiteboard, or chart paper. Once lots of ideas have been generated, have students begin grouping them into similar categories, then label the categories and discuss why the ideas fit within them, how the categories relate to one another, and so on.

Pros

- Anonymity helps encourage wide range of responses
- Encourages participation from everyone
- Get diverse viewpoints
- gives time for personal reflection before answering without awkward pause.
- contentious issue: breaks it down into separate components - allows for "cooler" discussion

Cons

- ... but run the risk of ^{moderation} offensive ideas being shared
- could take too long
- lack direction (learning outcomes)

→ may not work

Pros

If the same student(s) always dominates this enables others to share their input w/out interruption

Lack Enthusiasm - this adds element of fun

Limits who can speak when and could give space to someone who hasn't felt empowered to speak

controversial = allows everyone a voice - forces listening & avoids talking over each other

Cons

• if students aren't prepared this can be awkward or go off track

• Puts the spotlight on one person and that may be uncomfortable for them

✓ May just pass stick/ball without saying anything

→ need to control who has the talking stick

PASS THE PROBLEM

Each group is assigned a problem that they must answer. They will record their responses. After a certain period of time, the problem will be passed to the next group, who must include their unique response to the problem. This continues until all groups have contributed to the solution of every problem.

Pros

- Promotes many different sol'n to a problem
- Encourages Sr to stretch their thinking
- contentious → exposes diff ideas, diff uses emotion
- Group contribute to a large discussion in smaller chunks.

Cons

- Time management: might take too long
- no time to discuss
- doesn't allow discussion/debate
- if they see the other responses it may inhibit their own original ideas
- Repeatability of same idea

CONVERSATIONS

This is a small group discussion strategy that gives students exposure to more of their peers' ideas and prevents the stagnation that can happen when a group doesn't happen to have the right chemistry. Students are placed into a few groups of 4-6 students each and are given a discussion question to talk about. After sufficient time has passed for the discussion to develop, one or two students from each group rotate to a different group, while the other group members remain where they are. Once in their new group, they will discuss a different, but related question, and they may also share some of the key points from their last group's conversation. For the next rotation, students who have not rotated before may be chosen to move, resulting in groups that are continually evolving.

PROS

contentious = opportunity to hear from others + small group = easier to share / diffuse emotion

• excellent for when students are being difficult or are on totally opposing sides of an argument / heated

CONS

contentious = always needing to "start over" / lose the thread