

Think, Pair, Share

Briefly pause your session and ask students to pair up and discuss the material that was just presented, and then tell them to prepare to ask questions or share observations with the entire class.

Snowball

Students are given an individual task to work on for a brief period. Once the brief period is over, students form pairs and continue to work on the task for a second brief period. Once this second brief period is over, the pairs form groups of four and repeat the process, feeding back to the entire class

One Minute Reflections

During a brief pause for reflection, students are asked alone or in pairs to answer a question in writing that is based on the session. Responses are submitted to check understanding and gauge learning.

Muddy Points

Students are given a post-it note or flashcard and asked to write down which part of the course material is least understood by them.

Hot Potato

Set a discussion topic, but impose the rule that students can only contribute if they are holding the 'hot potato' (soft toy, ball of paper etc.). Toss the hot potato to a student. After that student has contributed, they then toss the potato to another student. The discussion continues until sufficiently explored

Clusters

Provide the students with a question or problem, and then give each of them three or four post-it notes. On each note, students write down one idea. Students stick their notes to a chart, and then collaborate on moving them around in order to sort the ideas into categories

Graffiti Poster Tour

In groups students complete a task on a piece of flipchart and stick their flipchart to the wall. Each group then 'tours' around the other posters and writes further contributing ideas to the posters – hence a 'graffiti tour'

Quizzes

These can be administered at the start of class or during a pause. They can count as formative assessment and / or a way of checking understanding. Technology can be used here

Two-Stage Exams

Students spend the first half/three quarters of a session taking a practice exam question on their own. Once they hand their answer in, they then get into small groups for the remaining time to take a second exam. This requires students to work together to solve one of the most challenging problems from the first exam.

Along the Line

Ask the learners to stand in a line at the front of class. Set a discussion topic or question – for example *‘Healthcare should be free to all, even smokers with smoking related illnesses’*. Ask the learners to stand at one end of the line if they ‘wholly agree’ or at the other if they ‘wholly disagree’ or at the appropriate spot in between. You can get the learners to discuss with each other why they have taken the position they are in or you can ask selected learners to explain to the rest of the group why they have taken the position they have, stimulating lively debate! You may modify the topic or question to see if the learners move position

Two-Minutes Each Way

Students work in pairs. One student talks to the other about a given topic for two minutes. The other student just listens. After the two minutes has elapsed, the listening student recounts the key points back to the speaking student.