



Step by Step Instructions

In this section find step by step instructions for implementing Gallery Walk and instructions for different variants of the Gallery Walk technique--Gallery Run and Computer Run. The applicability of these instructions will depend on the scope and depth of the exercise.



Generate Questions -- Think of four to five questions to use around a central class concept. See [Higher Order Thinking and Bloom's Taxonomy](#) and [Examples of Gallery Walk](#) for guidance on writing appropriate questions. Student teams in a Gallery Walk typically number three to five. So, for a class of twenty write four to five questions. For larger classes either write more questions or repeat the same set of four to five questions, posting the same question set in different sections of the class.

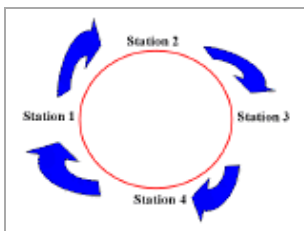
Write Questions -- Before class time, write the Gallery Walk questions on large sheets of self adhering chart, post-it paper, self supporting flip charts, whiteboards (34" x

24"), or simply write questions on pieces of normal loose leaf paper. An advantage of whiteboards is that the boards can be used over and over again. Write one question for one sheet of paper.



Source: Staples

3. **Post Questions** -- Post the questions on the wall around the class, giving sufficient separation space between sheets. Alternatively, questions can be placed on desks dispersed throughout the class.
4. **Prepare Students** -- The first time Gallery Walk is used, give students instructions for carrying out the technique. See the [Preparing Students](#) section. If the Gallery Walk has formal oral and written evaluation, mention the important components of that evaluation. See [Assessing Gallery Walk](#) for a variety of assessment rubrics.
5. **Group Students and Assign Roles** -- Arrange students into teams of three to five. Provide each group with a different colored marker, pen, or crayon. Ask that each group member introduce themselves. If cooperative learning techniques will be used, assign roles like leader, reporter, monitor, and recorder. The role should be alternated between each team member. To add even more cooperative group structure, add an "emissary" function to each group. The "emissary" communicates any questions or problems to the instructor. This added role forces group members to channel their discussion through another member of the group.



Begin Gallery Walk -- Direct teams to different charts or "stations." Upon arriving at the station, each team writes comments for the question posed at the station. To avoid chart clutter and rambling comments, encourage the recorder to write in a pithy bulleted format closest to the top of the chart.

Rotate to New Station and Add Content -- After a short period of time, say three to five minutes but the exact time will depend upon the nature of the question, say "rotate." The group then rotates, clockwise, to the next station. At the new station the group adds new comments and responds to comments left by the previous group. To involve all group members, switch

recorders at each station.

8. **Instructor Monitors Progress** -- As groups rotate, the instructor nurtures student discussion and involves all group members. Be ready to a) rephrase questions or to provide hints if students either don't understand or misinterpret questions; be ready to provide instructions for those that still don't understand how to conduct a Gallery Walk.