**Logistics – this set has been modified to have questions associated with Heads and Chairs workshop at EER.**

1. Colored paper
2. Make enough copies of the \*\*7\*\* active learning techniques that each participant can have one slip of paper with one active learning technique on it. For 50 participants, each group will have 5-6 people for the first grouping, and \*\*8\*\* people in the second grouping. This file contains blurbs to accommodate 49 people.
   1. For 20 people, use Active Learning Technique 1-5, and “2nd group” 1-4
   2. For 30 people, use Active Learning Technique 1-6, and “2nd group” 1-5
   3. OR for 30 people, use Active Learning Technique 1-5, and 2nd group 1-6
   4. **For 40 people, use Active Learning Technique 1-8, and “2nd group” 1-5**
   5. **For 42 people, use Active Learning Technique 1-7, and “2nd group” 1-6**
   6. For 48 people, use Active Learning Technique 1-8, and “2nd group” 1-6
   7. For 56 people, use Active Learning Technique 1-8, and “2nd group” 1-7
3. Hand out one slip of paper to each participant.
4. Group participants by Active Learning Technique Number.
5. 10 minutes to discuss and write down advantages and limitations of their Active Learning Technique.
6. Form new groups (“2nd group”) with one representative from each of the Active Learning Techniques.
7. In these groups, participants will:
   1. Share their Active Learning Technique with the group.
   2. Choose a learning outcome from one person (written during previous activity). Suggest ways to create an active learning opportunity aligned with the outcome.
   3. Repeat with more learning outcomes from other people.
8. Some reporting out:
   1. Any particularly intriguing/good matches of learning outcome and active learning technique?
   2. Any learning outcomes for which it was difficult to think of a useful active learning technique?

**Techniques to use:**

1. **Think-Pair-Share**
2. **Clickers and Peer Instruction**
3. **Just-in-Time Teaching**
4. **Role Play**
5. **Jigsaw**
6. **Gallery Walk**
7. **Case Study**
8. **Interactive simulations**

**Others to add/swap if desired:**

1. **2-stage exams/reviews**
2. **exam/homework wrappers**
3. **Worksheets**

**For the second groups, have a sheet listing all the techniques, that they can consult.**

**On the next page is the common “back” page for all the papers.**

**Find your second group (see reverse if you’re still on your first group)**

**In your second group:**

1. Briefly share your technique from your first group with the others (briefly! <1 min each)
2. Pick one key skill/concept/competency goal from the draft curricular matrix from one group member.
3. Pick an active learning technique from among those represented and brainstorm a learning experience that would help students move toward achieving that key skill/concept/competency
4. Consider: as you will likely return to key skills/concepts/competencies a few times through your curriculum, what other active learning techniques might be useful at different stages of the program?

**Example skill/concept/competencies for this exercise (use one of these if you want):**

1. Be able to manage and analyze large data sets
2. Be able to use geologic evidence to synthesize Earth’s history
3. Be able to represent and interpret 3-dimensional structures
4. Other? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Draft your active learning experience here (ideas, not perfection. You can elaborate later):**

* What skill/concept/competency are you addressing?
* Which pedagogical technique are you using?
* What will students do?
* What materials do you need to prepare?
* What will *you* do during the class time to run/facilitate the experience?
* How will you assess whether students have achieved this learning goal?

**Technique 1, then 2nd group 1: Clickers & Peer Instruction**

The teacher poses a question to students. The students ponder the question silently and transmit their individual answers using the clickers. The teacher checks the histogram of student responses. If significant numbers of students choose the wrong answer, the teacher instructs the students to discuss the question with their neighbor. After a few minutes of discussion, the students submit their answers again. This technique often (but not always!) results in more students choosing the correct answer as a result of the peer instruction phase of the activity. This is a fairly simple way to use clickers to engage a large number of students in discussions about course material. This approach can also set the stage for a class-wide discussion that more fully engages all students.

More at:

<http://serc.carleton.edu/sp/library/classresponse/index.html>

<http://cwsei.ubc.ca/resources/clickers.htm>

<http://blogs.ubc.ca/eoassei/files/2017/01/EOS-SEITimes_10.01Clickers_2.pdf>

<http://cft.vanderbilt.edu/2013/04/using-peer-instruction-to-flip-your-classroom-highlights-from-eric-mazurs-recent-visit/>

**In your FIRST group (the “Technique 1” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 1, then 2nd group 2: Clickers & Peer Instruction**

The teacher poses a question to students. The students ponder the question silently and transmit their individual answers using the clickers. The teacher checks the histogram of student responses. If significant numbers of students choose the wrong answer, the teacher instructs the students to discuss the question with their neighbor. After a few minutes of discussion, the students submit their answers again. This technique often (but not always!) results in more students choosing the correct answer as a result of the peer instruction phase of the activity. This is a fairly simple way to use clickers to engage a large number of students in discussions about course material. This approach can also set the stage for a class-wide discussion that more fully engages all students.

More at:

<http://serc.carleton.edu/sp/library/classresponse/index.html>

<http://cwsei.ubc.ca/resources/clickers.htm>

<http://blogs.ubc.ca/eoassei/files/2017/01/EOS-SEITimes_10.01Clickers_2.pdf>

<http://cft.vanderbilt.edu/2013/04/using-peer-instruction-to-flip-your-classroom-highlights-from-eric-mazurs-recent-visit/>

**In your FIRST group (the “Technique 1” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 1, then 2nd group 3: Clickers & Peer Instruction**

The teacher poses a question to students. The students ponder the question silently and transmit their individual answers using the clickers. The teacher checks the histogram of student responses. If significant numbers of students choose the wrong answer, the teacher instructs the students to discuss the question with their neighbor. After a few minutes of discussion, the students submit their answers again. This technique often (but not always!) results in more students choosing the correct answer as a result of the peer instruction phase of the activity. This is a fairly simple way to use clickers to engage a large number of students in discussions about course material. This approach can also set the stage for a class-wide discussion that more fully engages all students.

More at:

<http://serc.carleton.edu/sp/library/classresponse/index.html>

<http://cwsei.ubc.ca/resources/clickers.htm>

<http://blogs.ubc.ca/eoassei/files/2017/01/EOS-SEITimes_10.01Clickers_2.pdf>

<http://cft.vanderbilt.edu/2013/04/using-peer-instruction-to-flip-your-classroom-highlights-from-eric-mazurs-recent-visit/>

**In your FIRST group (the “Technique 1” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 1, then 2nd group 4: Clickers & Peer Instruction**

The teacher poses a question to students. The students ponder the question silently and transmit their individual answers using the clickers. The teacher checks the histogram of student responses. If significant numbers of students choose the wrong answer, the teacher instructs the students to discuss the question with their neighbor. After a few minutes of discussion, the students submit their answers again. This technique often (but not always!) results in more students choosing the correct answer as a result of the peer instruction phase of the activity. This is a fairly simple way to use clickers to engage a large number of students in discussions about course material. This approach can also set the stage for a class-wide discussion that more fully engages all students.

More at:

<http://serc.carleton.edu/sp/library/classresponse/index.html>

<http://cwsei.ubc.ca/resources/clickers.htm>

<http://blogs.ubc.ca/eoassei/files/2017/01/EOS-SEITimes_10.01Clickers_2.pdf>

<http://cft.vanderbilt.edu/2013/04/using-peer-instruction-to-flip-your-classroom-highlights-from-eric-mazurs-recent-visit/>

**In your FIRST group (the “Technique 1” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 1, then 2nd group 5: Clickers & Peer Instruction**

The teacher poses a question to students. The students ponder the question silently and transmit their individual answers using the clickers. The teacher checks the histogram of student responses. If significant numbers of students choose the wrong answer, the teacher instructs the students to discuss the question with their neighbor. After a few minutes of discussion, the students submit their answers again. This technique often (but not always!) results in more students choosing the correct answer as a result of the peer instruction phase of the activity. This is a fairly simple way to use clickers to engage a large number of students in discussions about course material. This approach can also set the stage for a class-wide discussion that more fully engages all students.

More at:

<http://serc.carleton.edu/sp/library/classresponse/index.html>

<http://cwsei.ubc.ca/resources/clickers.htm>

<http://blogs.ubc.ca/eoassei/files/2017/01/EOS-SEITimes_10.01Clickers_2.pdf>

<http://cft.vanderbilt.edu/2013/04/using-peer-instruction-to-flip-your-classroom-highlights-from-eric-mazurs-recent-visit/>

**In your FIRST group (the “Technique 1” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 1, then 2nd group 6: Clickers & Peer Instruction**

The teacher poses a question to students. The students ponder the question silently and transmit their individual answers using the clickers. The teacher checks the histogram of student responses. If significant numbers of students choose the wrong answer, the teacher instructs the students to discuss the question with their neighbor. After a few minutes of discussion, the students submit their answers again. This technique often (but not always!) results in more students choosing the correct answer as a result of the peer instruction phase of the activity. This is a fairly simple way to use clickers to engage a large number of students in discussions about course material. This approach can also set the stage for a class-wide discussion that more fully engages all students.

More at:

<http://serc.carleton.edu/sp/library/classresponse/index.html>

<http://cwsei.ubc.ca/resources/clickers.htm>

<http://blogs.ubc.ca/eoassei/files/2017/01/EOS-SEITimes_10.01Clickers_2.pdf>

<http://cft.vanderbilt.edu/2013/04/using-peer-instruction-to-flip-your-classroom-highlights-from-eric-mazurs-recent-visit/>

**In your FIRST group (the “Technique 1” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 1, then 2nd group 7: Clickers & Peer Instruction**

The teacher poses a question to students. The students ponder the question silently and transmit their individual answers using the clickers. The teacher checks the histogram of student responses. If significant numbers of students choose the wrong answer, the teacher instructs the students to discuss the question with their neighbor. After a few minutes of discussion, the students submit their answers again. This technique often (but not always!) results in more students choosing the correct answer as a result of the peer instruction phase of the activity. This is a fairly simple way to use clickers to engage a large number of students in discussions about course material. This approach can also set the stage for a class-wide discussion that more fully engages all students.

More at:

<http://serc.carleton.edu/sp/library/classresponse/index.html>

<http://cwsei.ubc.ca/resources/clickers.htm>

<http://blogs.ubc.ca/eoassei/files/2017/01/EOS-SEITimes_10.01Clickers_2.pdf>

<http://cft.vanderbilt.edu/2013/04/using-peer-instruction-to-flip-your-classroom-highlights-from-eric-mazurs-recent-visit/>

**In your FIRST group (the “Technique 1” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 2, then 2nd group 1: Exam/Homework Wrappers**

When graded exams are returned (as soon as possible after the exam was given), students complete an exam reflection sheet. They describe their study strategies, analyze the mistakes they made, and plan their study strategies for the next exam. These reflection sheets are returned to students before the next exam, so that they can make use of the ideas they had when the previous exam was still fresh in their minds.

Similarly, before beginning a homework assignment, students answer a brief set of self-assessment questions focusing on skills they should be monitoring. Students complete the homework as usual, and then answer a follow-up set of self-assessment questions. For example, for a homework assignment about vector arithmetic, a student may be asked (beforehand) "How quickly and easily can you solve problems that involve vector subtraction?" and (afterward) "Now that you have completed this homework, how quickly and easily can you solve problems that involve vector subtraction?"

More at:

<https://teachingcommons.stanford.edu/teaching-talk/exam-wrappers>

<http://serc.carleton.edu/NAGTWorkshops/metacognition/teaching_metacognition.html>

<https://www.cmu.edu/teaching/designteach/teach/examwrappers/>

<https://serc.carleton.edu/details/files/31774.html>

**In your FIRST group (the “Technique 2” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 2, then 2nd group 2: Exam/Homework Wrappers**

When graded exams are returned (as soon as possible after the exam was given), students complete an exam reflection sheet. They describe their study strategies, analyze the mistakes they made, and plan their study strategies for the next exam. These reflection sheets are returned to students before the next exam, so that they can make use of the ideas they had when the previous exam was still fresh in their minds.

Similarly, before beginning a homework assignment, students answer a brief set of self-assessment questions focusing on skills they should be monitoring. Students complete the homework as usual, and then answer a follow-up set of self-assessment questions. For example, for a homework assignment about vector arithmetic, a student may be asked (beforehand) "How quickly and easily can you solve problems that involve vector subtraction?" and (afterward) "Now that you have completed this homework, how quickly and easily can you solve problems that involve vector subtraction?"

More at:

<https://teachingcommons.stanford.edu/teaching-talk/exam-wrappers>

<http://serc.carleton.edu/NAGTWorkshops/metacognition/teaching_metacognition.html>

<https://www.cmu.edu/teaching/designteach/teach/examwrappers/>

<https://serc.carleton.edu/details/files/31774.html>

**In your FIRST group (the “Technique 2” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 2, then 2nd group 3: Exam/Homework Wrappers**

When graded exams are returned (as soon as possible after the exam was given), students complete an exam reflection sheet. They describe their study strategies, analyze the mistakes they made, and plan their study strategies for the next exam. These reflection sheets are returned to students before the next exam, so that they can make use of the ideas they had when the previous exam was still fresh in their minds.

Similarly, before beginning a homework assignment, students answer a brief set of self-assessment questions focusing on skills they should be monitoring. Students complete the homework as usual, and then answer a follow-up set of self-assessment questions. For example, for a homework assignment about vector arithmetic, a student may be asked (beforehand) "How quickly and easily can you solve problems that involve vector subtraction?" and (afterward) "Now that you have completed this homework, how quickly and easily can you solve problems that involve vector subtraction?"

More at:

<https://teachingcommons.stanford.edu/teaching-talk/exam-wrappers>

<http://serc.carleton.edu/NAGTWorkshops/metacognition/teaching_metacognition.html>

<https://www.cmu.edu/teaching/designteach/teach/examwrappers/>

<https://serc.carleton.edu/details/files/31774.html>

**In your FIRST group (the “Technique 2” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 2, then 2nd group 4: Exam/Homework Wrappers**

When graded exams are returned (as soon as possible after the exam was given), students complete an exam reflection sheet. They describe their study strategies, analyze the mistakes they made, and plan their study strategies for the next exam. These reflection sheets are returned to students before the next exam, so that they can make use of the ideas they had when the previous exam was still fresh in their minds.

Similarly, before beginning a homework assignment, students answer a brief set of self-assessment questions focusing on skills they should be monitoring. Students complete the homework as usual, and then answer a follow-up set of self-assessment questions. For example, for a homework assignment about vector arithmetic, a student may be asked (beforehand) "How quickly and easily can you solve problems that involve vector subtraction?" and (afterward) "Now that you have completed this homework, how quickly and easily can you solve problems that involve vector subtraction?"

More at:

<https://teachingcommons.stanford.edu/teaching-talk/exam-wrappers>

<http://serc.carleton.edu/NAGTWorkshops/metacognition/teaching_metacognition.html>

<https://www.cmu.edu/teaching/designteach/teach/examwrappers/>

<https://serc.carleton.edu/details/files/31774.html>

**In your FIRST group (the “Technique 2” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 2, then 2nd group 5: Exam/Homework Wrappers**

When graded exams are returned (as soon as possible after the exam was given), students complete an exam reflection sheet. They describe their study strategies, analyze the mistakes they made, and plan their study strategies for the next exam. These reflection sheets are returned to students before the next exam, so that they can make use of the ideas they had when the previous exam was still fresh in their minds.

Similarly, before beginning a homework assignment, students answer a brief set of self-assessment questions focusing on skills they should be monitoring. Students complete the homework as usual, and then answer a follow-up set of self-assessment questions. For example, for a homework assignment about vector arithmetic, a student may be asked (beforehand) "How quickly and easily can you solve problems that involve vector subtraction?" and (afterward) "Now that you have completed this homework, how quickly and easily can you solve problems that involve vector subtraction?"

More at:

<https://teachingcommons.stanford.edu/teaching-talk/exam-wrappers>

<http://serc.carleton.edu/NAGTWorkshops/metacognition/teaching_metacognition.html>

<https://www.cmu.edu/teaching/designteach/teach/examwrappers/>

<https://serc.carleton.edu/details/files/31774.html>

**In your FIRST group (the “Technique 2” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 2, then 2nd group 6: Exam/Homework Wrappers**

When graded exams are returned (as soon as possible after the exam was given), students complete an exam reflection sheet. They describe their study strategies, analyze the mistakes they made, and plan their study strategies for the next exam. These reflection sheets are returned to students before the next exam, so that they can make use of the ideas they had when the previous exam was still fresh in their minds.

Similarly, before beginning a homework assignment, students answer a brief set of self-assessment questions focusing on skills they should be monitoring. Students complete the homework as usual, and then answer a follow-up set of self-assessment questions. For example, for a homework assignment about vector arithmetic, a student may be asked (beforehand) "How quickly and easily can you solve problems that involve vector subtraction?" and (afterward) "Now that you have completed this homework, how quickly and easily can you solve problems that involve vector subtraction?"

More at:

<https://teachingcommons.stanford.edu/teaching-talk/exam-wrappers>

<http://serc.carleton.edu/NAGTWorkshops/metacognition/teaching_metacognition.html>

<https://www.cmu.edu/teaching/designteach/teach/examwrappers/>

<https://serc.carleton.edu/details/files/31774.html>

**In your FIRST group (the “Technique 2” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 2, then 2nd group 7: Exam/Homework Wrappers**

When graded exams are returned (as soon as possible after the exam was given), students complete an exam reflection sheet. They describe their study strategies, analyze the mistakes they made, and plan their study strategies for the next exam. These reflection sheets are returned to students before the next exam, so that they can make use of the ideas they had when the previous exam was still fresh in their minds.

Similarly, before beginning a homework assignment, students answer a brief set of self-assessment questions focusing on skills they should be monitoring. Students complete the homework as usual, and then answer a follow-up set of self-assessment questions. For example, for a homework assignment about vector arithmetic, a student may be asked (beforehand) "How quickly and easily can you solve problems that involve vector subtraction?" and (afterward) "Now that you have completed this homework, how quickly and easily can you solve problems that involve vector subtraction?"

More at:

<https://teachingcommons.stanford.edu/teaching-talk/exam-wrappers>

<http://serc.carleton.edu/NAGTWorkshops/metacognition/teaching_metacognition.html>

<https://www.cmu.edu/teaching/designteach/teach/examwrappers/>

<https://serc.carleton.edu/details/files/31774.html>

**In your FIRST group (the “Technique 2” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 3, then 2nd group 1: Just-in-Time-Teaching (related to “Flipping the Classroom”)**

Just-in-Time Teaching focuses on improving student learning through the use of brief web-based questions (JiTT exercises) delivered before a class meeting. Students' responses to JiTT exercises are reviewed by the instructor a few hours before class and are used to develop classroom activities addressing learning gaps revealed in the JiTT responses. JiTT exercises allow instructors to quickly gather information about student understanding of course concepts immediately prior to a class meeting and tailor activities to meet students' actual learning needs.

More at:

<https://serc.carleton.edu/sp/library/justintime/index.html>

<http://flexible.learning.ubc.ca/research-evidence/research-articles-2/flipped-classroom/>

**In your FIRST group (the “Technique 3” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 3, then 2nd group 2: Just-in-Time-Teaching (related to “Flipping the Classroom”)**

Just-in-Time Teaching focuses on improving student learning through the use of brief web-based questions (JiTT exercises) delivered before a class meeting. Students' responses to JiTT exercises are reviewed by the instructor a few hours before class and are used to develop classroom activities addressing learning gaps revealed in the JiTT responses. JiTT exercises allow instructors to quickly gather information about student understanding of course concepts immediately prior to a class meeting and tailor activities to meet students' actual learning needs.

More at:

<https://serc.carleton.edu/sp/library/justintime/index.html>

<http://flexible.learning.ubc.ca/research-evidence/research-articles-2/flipped-classroom/>

**In your FIRST group (the “Technique 3” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 3, then 2nd group 3: Just-in-Time-Teaching (related to “Flipping the Classroom”)**

Just-in-Time Teaching focuses on improving student learning through the use of brief web-based questions (JiTT exercises) delivered before a class meeting. Students' responses to JiTT exercises are reviewed by the instructor a few hours before class and are used to develop classroom activities addressing learning gaps revealed in the JiTT responses. JiTT exercises allow instructors to quickly gather information about student understanding of course concepts immediately prior to a class meeting and tailor activities to meet students' actual learning needs.

More at:

<https://serc.carleton.edu/sp/library/justintime/index.html>

<http://flexible.learning.ubc.ca/research-evidence/research-articles-2/flipped-classroom/>

**In your FIRST group (the “Technique 3” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 3, then 2nd group 4: Just-in-Time-Teaching (related to “Flipping the Classroom”)**

Just-in-Time Teaching focuses on improving student learning through the use of brief web-based questions (JiTT exercises) delivered before a class meeting. Students' responses to JiTT exercises are reviewed by the instructor a few hours before class and are used to develop classroom activities addressing learning gaps revealed in the JiTT responses. JiTT exercises allow instructors to quickly gather information about student understanding of course concepts immediately prior to a class meeting and tailor activities to meet students' actual learning needs.

More at:

<https://serc.carleton.edu/sp/library/justintime/index.html>

<http://flexible.learning.ubc.ca/research-evidence/research-articles-2/flipped-classroom/>

**In your FIRST group (the “Technique 3” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 3, then 2nd group 5: Just-in-Time-Teaching (related to “Flipping the Classroom”)**

Just-in-Time Teaching focuses on improving student learning through the use of brief web-based questions (JiTT exercises) delivered before a class meeting. Students' responses to JiTT exercises are reviewed by the instructor a few hours before class and are used to develop classroom activities addressing learning gaps revealed in the JiTT responses. JiTT exercises allow instructors to quickly gather information about student understanding of course concepts immediately prior to a class meeting and tailor activities to meet students' actual learning needs.

More at:

<https://serc.carleton.edu/sp/library/justintime/index.html>

<http://flexible.learning.ubc.ca/research-evidence/research-articles-2/flipped-classroom/>

**In your FIRST group (the “Technique 3” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 3, then 2nd group 6: Just-in-Time-Teaching (related to “Flipping the Classroom”)**

Just-in-Time Teaching focuses on improving student learning through the use of brief web-based questions (JiTT exercises) delivered before a class meeting. Students' responses to JiTT exercises are reviewed by the instructor a few hours before class and are used to develop classroom activities addressing learning gaps revealed in the JiTT responses. JiTT exercises allow instructors to quickly gather information about student understanding of course concepts immediately prior to a class meeting and tailor activities to meet students' actual learning needs.

More at:

<https://serc.carleton.edu/sp/library/justintime/index.html>

<http://flexible.learning.ubc.ca/research-evidence/research-articles-2/flipped-classroom/>

**In your FIRST group (the “Technique 3” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 3, then 2nd group 7: Just-in-Time-Teaching (related to “Flipping the Classroom”)**

Just-in-Time Teaching focuses on improving student learning through the use of brief web-based questions (JiTT exercises) delivered before a class meeting. Students' responses to JiTT exercises are reviewed by the instructor a few hours before class and are used to develop classroom activities addressing learning gaps revealed in the JiTT responses. JiTT exercises allow instructors to quickly gather information about student understanding of course concepts immediately prior to a class meeting and tailor activities to meet students' actual learning needs.

More at:

<https://serc.carleton.edu/sp/library/justintime/index.html>

<http://flexible.learning.ubc.ca/research-evidence/research-articles-2/flipped-classroom/>

**In your FIRST group (the “Technique 3” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 4, then 2nd group 1: Worksheets w/small group work**

Worksheets provide opportunities for students to both learn and apply knowledge in a setting with peer and expert support. Worksheets contain problems or activities for students to do in class. The worksheet tasks are designed to align with learning goals, and to have students grapple with some key concept. They may also illuminate common misconceptions. Typically, students will work in small groups during a worksheet activity, although you may want them to try something on their own before talking with peers. As an instructor, you facilitate the activity and provide the full class with closure, typically with large-group discussion/mini-lecture after student input of ideas. Accountability for completing worksheets can be done with clickers, collecting worksheets, or peer marking.

More at:

<https://www.eoas.ubc.ca/research/cwsei/eossei-times/EOSSEITimes_5.7-Worksheets-prn.pdf>

<https://serc.carleton.edu/sp/library/lecture_tutorials/index.html>

**In your FIRST group (the “Technique 4” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 4, then 2nd group 2: Worksheets w/small group work**

Worksheets provide opportunities for students to both learn and apply knowledge in a setting with peer and expert support. Worksheets contain problems or activities for students to do in class. The worksheet tasks are designed to align with learning goals, and to have students grapple with some key concept. They may also illuminate common misconceptions. Typically, students will work in small groups during a worksheet activity, although you may want them to try something on their own before talking with peers. As an instructor, you facilitate the activity and provide the full class with closure, typically with large-group discussion/mini-lecture after student input of ideas. Accountability for completing worksheets can be done with clickers, collecting worksheets, or peer marking.

More at:

<https://www.eoas.ubc.ca/research/cwsei/eossei-times/EOSSEITimes_5.7-Worksheets-prn.pdf>

<https://serc.carleton.edu/sp/library/lecture_tutorials/index.html>

**In your FIRST group (the “Technique 4” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 4, then 2nd group 3: Worksheets w/small group work**

Worksheets provide opportunities for students to both learn and apply knowledge in a setting with peer and expert support. Worksheets contain problems or activities for students to do in class. The worksheet tasks are designed to align with learning goals, and to have students grapple with some key concept. They may also illuminate common misconceptions. Typically, students will work in small groups during a worksheet activity, although you may want them to try something on their own before talking with peers. As an instructor, you facilitate the activity and provide the full class with closure, typically with large-group discussion/mini-lecture after student input of ideas. Accountability for completing worksheets can be done with clickers, collecting worksheets, or peer marking.

More at:

<https://www.eoas.ubc.ca/research/cwsei/eossei-times/EOSSEITimes_5.7-Worksheets-prn.pdf>

<https://serc.carleton.edu/sp/library/lecture_tutorials/index.html>

**In your FIRST group (the “Technique 4” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 4, then 2nd group 4: Worksheets w/small group work**

Worksheets provide opportunities for students to both learn and apply knowledge in a setting with peer and expert support. Worksheets contain problems or activities for students to do in class. The worksheet tasks are designed to align with learning goals, and to have students grapple with some key concept. They may also illuminate common misconceptions. Typically, students will work in small groups during a worksheet activity, although you may want them to try something on their own before talking with peers. As an instructor, you facilitate the activity and provide the full class with closure, typically with large-group discussion/mini-lecture after student input of ideas. Accountability for completing worksheets can be done with clickers, collecting worksheets, or peer marking.

More at:

<https://www.eoas.ubc.ca/research/cwsei/eossei-times/EOSSEITimes_5.7-Worksheets-prn.pdf>

<https://serc.carleton.edu/sp/library/lecture_tutorials/index.html>

**In your FIRST group (the “Technique 4” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 4, then 2nd group 5: Worksheets w/small group work**

Worksheets provide opportunities for students to both learn and apply knowledge in a setting with peer and expert support. Worksheets contain problems or activities for students to do in class. The worksheet tasks are designed to align with learning goals, and to have students grapple with some key concept. They may also illuminate common misconceptions. Typically, students will work in small groups during a worksheet activity, although you may want them to try something on their own before talking with peers. As an instructor, you facilitate the activity and provide the full class with closure, typically with large-group discussion/mini-lecture after student input of ideas. Accountability for completing worksheets can be done with clickers, collecting worksheets, or peer marking.

More at:

<https://www.eoas.ubc.ca/research/cwsei/eossei-times/EOSSEITimes_5.7-Worksheets-prn.pdf>

<https://serc.carleton.edu/sp/library/lecture_tutorials/index.html>

**In your FIRST group (the “Technique 4” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 4, then 2nd group 6: Worksheets w/small group work**

Worksheets provide opportunities for students to both learn and apply knowledge in a setting with peer and expert support. Worksheets contain problems or activities for students to do in class. The worksheet tasks are designed to align with learning goals, and to have students grapple with some key concept. They may also illuminate common misconceptions. Typically, students will work in small groups during a worksheet activity, although you may want them to try something on their own before talking with peers. As an instructor, you facilitate the activity and provide the full class with closure, typically with large-group discussion/mini-lecture after student input of ideas. Accountability for completing worksheets can be done with clickers, collecting worksheets, or peer marking.

More at:

<https://www.eoas.ubc.ca/research/cwsei/eossei-times/EOSSEITimes_5.7-Worksheets-prn.pdf>

<https://serc.carleton.edu/sp/library/lecture_tutorials/index.html>

**In your FIRST group (the “Technique 4” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 4, then 2nd group 7: Worksheets w/small group work**

Worksheets provide opportunities for students to both learn and apply knowledge in a setting with peer and expert support. Worksheets contain problems or activities for students to do in class. The worksheet tasks are designed to align with learning goals, and to have students grapple with some key concept. They may also illuminate common misconceptions. Typically, students will work in small groups during a worksheet activity, although you may want them to try something on their own before talking with peers. As an instructor, you facilitate the activity and provide the full class with closure, typically with large-group discussion/mini-lecture after student input of ideas. Accountability for completing worksheets can be done with clickers, collecting worksheets, or peer marking.

More at:

<https://www.eoas.ubc.ca/research/cwsei/eossei-times/EOSSEITimes_5.7-Worksheets-prn.pdf>

<https://serc.carleton.edu/sp/library/lecture_tutorials/index.html>

**In your FIRST group (the “Technique 4” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 5, then 2nd group 1: Jigsaw**

In a jigsaw, the class is divided into several teams, with each team preparing separate but related assignments. When all team members are prepared, the class is re-divided into mixed groups, with one member from each team in each group. Each person in the group teaches the rest of the group what they know, and the group then tackles an assignment together that pulls all of the pieces together to form the full picture, hence the name jigsaw.

More at: <https://serc.carleton.edu/sp/library/jigsaws/index.html>

**In your FIRST group (the “Technique 5” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 5, then 2nd group 2: Jigsaw**

In a jigsaw, the class is divided into several teams, with each team preparing separate but related assignments. When all team members are prepared, the class is re-divided into mixed groups, with one member from each team in each group. Each person in the group teaches the rest of the group what they know, and the group then tackles an assignment together that pulls all of the pieces together to form the full picture, hence the name jigsaw.

More at: <https://serc.carleton.edu/sp/library/jigsaws/index.html>

**In your FIRST group (the “Technique 5” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 5, then 2nd group 3: Jigsaw**

In a jigsaw, the class is divided into several teams, with each team preparing separate but related assignments. When all team members are prepared, the class is re-divided into mixed groups, with one member from each team in each group. Each person in the group teaches the rest of the group what they know, and the group then tackles an assignment together that pulls all of the pieces together to form the full picture, hence the name jigsaw.

More at: <https://serc.carleton.edu/sp/library/jigsaws/index.html>

**In your FIRST group (the “Technique 5” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 5, then 2nd group 4: Jigsaw**

In a jigsaw, the class is divided into several teams, with each team preparing separate but related assignments. When all team members are prepared, the class is re-divided into mixed groups, with one member from each team in each group. Each person in the group teaches the rest of the group what they know, and the group then tackles an assignment together that pulls all of the pieces together to form the full picture, hence the name jigsaw.

More at: <https://serc.carleton.edu/sp/library/jigsaws/index.html>

**In your FIRST group (the “Technique 5” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 5, then 2nd group 5: Jigsaw**

In a jigsaw, the class is divided into several teams, with each team preparing separate but related assignments. When all team members are prepared, the class is re-divided into mixed groups, with one member from each team in each group. Each person in the group teaches the rest of the group what they know, and the group then tackles an assignment together that pulls all of the pieces together to form the full picture, hence the name jigsaw.

More at: <https://serc.carleton.edu/sp/library/jigsaws/index.html>

**In your FIRST group (the “Technique 5” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 5, then 2nd group 6: Jigsaw**

In a jigsaw, the class is divided into several teams, with each team preparing separate but related assignments. When all team members are prepared, the class is re-divided into mixed groups, with one member from each team in each group. Each person in the group teaches the rest of the group what they know, and the group then tackles an assignment together that pulls all of the pieces together to form the full picture, hence the name jigsaw.

More at: <https://serc.carleton.edu/sp/library/jigsaws/index.html>

**In your FIRST group (the “Technique 5” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 5, then 2nd group 7: Jigsaw**

In a jigsaw, the class is divided into several teams, with each team preparing separate but related assignments. When all team members are prepared, the class is re-divided into mixed groups, with one member from each team in each group. Each person in the group teaches the rest of the group what they know, and the group then tackles an assignment together that pulls all of the pieces together to form the full picture, hence the name jigsaw.

More at: <https://serc.carleton.edu/sp/library/jigsaws/index.html>

**In your FIRST group (the “Technique 5” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 6, then 2nd group 1: Two-Stage Exams/Reviews**

In a two-stage exam, students first complete and turn in the exam individually and then, working in small groups, answer the exam questions again. During the group part students receive immediate, targeted feedback on their solutions from their fellow students and see alternative approaches to the problems. This makes the exam itself a valuable learning experience while also sending a consistent message to the students as to the value of collaborative learning. Most students leave the exam with a good sense of how well they did and where they could do better. Using this technique for a review is effective at the start of a term, when there is pre-requisite knowledge expected, and also useful as practice for higher-stakes exams.

More at: <http://blogs.ubc.ca/eoassei/two-stage-exams/>

[www.cwsei.ubc.ca/resources/files/Two-stage\_Exams.pdf](http://www.cwsei.ubc.ca/resources/files/Two-stage_Exams.pdf)

**In your FIRST group (the “Technique 6” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 6, then 2nd group 2: Two-Stage Exams/Reviews**

In a two-stage exam, students first complete and turn in the exam individually and then, working in small groups, answer the exam questions again. During the group part students receive immediate, targeted feedback on their solutions from their fellow students and see alternative approaches to the problems. This makes the exam itself a valuable learning experience while also sending a consistent message to the students as to the value of collaborative learning. Most students leave the exam with a good sense of how well they did and where they could do better. Using this technique for a review is effective at the start of a term, when there is pre-requisite knowledge expected, and also useful as practice for higher-stakes exams.

More at: <http://blogs.ubc.ca/eoassei/two-stage-exams/>

[www.cwsei.ubc.ca/resources/files/Two-stage\_Exams.pdf](http://www.cwsei.ubc.ca/resources/files/Two-stage_Exams.pdf)

**In your FIRST group (the “Technique 6” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 6, then 2nd group 3: Two-Stage Exams/Reviews**

In a two-stage exam, students first complete and turn in the exam individually and then, working in small groups, answer the exam questions again. During the group part students receive immediate, targeted feedback on their solutions from their fellow students and see alternative approaches to the problems. This makes the exam itself a valuable learning experience while also sending a consistent message to the students as to the value of collaborative learning. Most students leave the exam with a good sense of how well they did and where they could do better. Using this technique for a review is effective at the start of a term, when there is pre-requisite knowledge expected, and also useful as practice for higher-stakes exams.

More at: <http://blogs.ubc.ca/eoassei/two-stage-exams/>

[www.cwsei.ubc.ca/resources/files/Two-stage\_Exams.pdf](http://www.cwsei.ubc.ca/resources/files/Two-stage_Exams.pdf)

**In your FIRST group (the “Technique 6” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 6, then 2nd group 4: Two-Stage Exams/Reviews**

In a two-stage exam, students first complete and turn in the exam individually and then, working in small groups, answer the exam questions again. During the group part students receive immediate, targeted feedback on their solutions from their fellow students and see alternative approaches to the problems. This makes the exam itself a valuable learning experience while also sending a consistent message to the students as to the value of collaborative learning. Most students leave the exam with a good sense of how well they did and where they could do better. Using this technique for a review is effective at the start of a term, when there is pre-requisite knowledge expected, and also useful as practice for higher-stakes exams.

More at: <http://blogs.ubc.ca/eoassei/two-stage-exams/>

[www.cwsei.ubc.ca/resources/files/Two-stage\_Exams.pdf](http://www.cwsei.ubc.ca/resources/files/Two-stage_Exams.pdf)

**In your FIRST group (the “Technique 6” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 6, then 2nd group 5: Two-Stage Exams/Reviews**

In a two-stage exam, students first complete and turn in the exam individually and then, working in small groups, answer the exam questions again. During the group part students receive immediate, targeted feedback on their solutions from their fellow students and see alternative approaches to the problems. This makes the exam itself a valuable learning experience while also sending a consistent message to the students as to the value of collaborative learning. Most students leave the exam with a good sense of how well they did and where they could do better. Using this technique for a review is effective at the start of a term, when there is pre-requisite knowledge expected, and also useful as practice for higher-stakes exams.

More at: <http://blogs.ubc.ca/eoassei/two-stage-exams/>

[www.cwsei.ubc.ca/resources/files/Two-stage\_Exams.pdf](http://www.cwsei.ubc.ca/resources/files/Two-stage_Exams.pdf)

**In your FIRST group (the “Technique 6” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 6, then 2nd group 6: Two-Stage Exams/Reviews**

In a two-stage exam, students first complete and turn in the exam individually and then, working in small groups, answer the exam questions again. During the group part students receive immediate, targeted feedback on their solutions from their fellow students and see alternative approaches to the problems. This makes the exam itself a valuable learning experience while also sending a consistent message to the students as to the value of collaborative learning. Most students leave the exam with a good sense of how well they did and where they could do better. Using this technique for a review is effective at the start of a term, when there is pre-requisite knowledge expected, and also useful as practice for higher-stakes exams.

More at: <http://blogs.ubc.ca/eoassei/two-stage-exams/>

[www.cwsei.ubc.ca/resources/files/Two-stage\_Exams.pdf](http://www.cwsei.ubc.ca/resources/files/Two-stage_Exams.pdf)

**In your FIRST group (the “Technique 6” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 6, then 2nd group 7: Two-Stage Exams/Reviews**

In a two-stage exam, students first complete and turn in the exam individually and then, working in small groups, answer the exam questions again. During the group part students receive immediate, targeted feedback on their solutions from their fellow students and see alternative approaches to the problems. This makes the exam itself a valuable learning experience while also sending a consistent message to the students as to the value of collaborative learning. Most students leave the exam with a good sense of how well they did and where they could do better. Using this technique for a review is effective at the start of a term, when there is pre-requisite knowledge expected, and also useful as practice for higher-stakes exams.

More at: <http://blogs.ubc.ca/eoassei/two-stage-exams/>

[www.cwsei.ubc.ca/resources/files/Two-stage\_Exams.pdf](http://www.cwsei.ubc.ca/resources/files/Two-stage_Exams.pdf)

**In your FIRST group (the “Technique 6” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 7, then 2nd group 1: Gallery Walk**

Gallery Walk gets students out of their chairs and actively involves them in synthesizing important concepts, in consensus building, in writing, and in public speaking. In Gallery Walk teams rotate around the classroom, composing answers to questions as well as reflecting upon the answers given by other groups. Questions are posted on charts or just pieces of paper located in different parts of the classroom. Each chart or "station" has its own question that relates to an important class concept. The technique closes with an oral presentation or "report out" in which each group synthesizes comments to a particular question.

More at: <https://serc.carleton.edu/sp/library/gallerywalk/index.html>

**In your FIRST group (the “Technique 7” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 7, then 2nd group 2: Gallery Walk**

Gallery Walk gets students out of their chairs and actively involves them in synthesizing important concepts, in consensus building, in writing, and in public speaking. In Gallery Walk teams rotate around the classroom, composing answers to questions as well as reflecting upon the answers given by other groups. Questions are posted on charts or just pieces of paper located in different parts of the classroom. Each chart or "station" has its own question that relates to an important class concept. The technique closes with an oral presentation or "report out" in which each group synthesizes comments to a particular question.

More at: <https://serc.carleton.edu/sp/library/gallerywalk/index.html>

**In your FIRST group (the “Technique 7” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 7, then 2nd group 3: Gallery Walk**

Gallery Walk gets students out of their chairs and actively involves them in synthesizing important concepts, in consensus building, in writing, and in public speaking. In Gallery Walk teams rotate around the classroom, composing answers to questions as well as reflecting upon the answers given by other groups. Questions are posted on charts or just pieces of paper located in different parts of the classroom. Each chart or "station" has its own question that relates to an important class concept. The technique closes with an oral presentation or "report out" in which each group synthesizes comments to a particular question.

More at: <https://serc.carleton.edu/sp/library/gallerywalk/index.html>

**In your FIRST group (the “Technique 7” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 7, then 2nd group 4: Gallery Walk**

Gallery Walk gets students out of their chairs and actively involves them in synthesizing important concepts, in consensus building, in writing, and in public speaking. In Gallery Walk teams rotate around the classroom, composing answers to questions as well as reflecting upon the answers given by other groups. Questions are posted on charts or just pieces of paper located in different parts of the classroom. Each chart or "station" has its own question that relates to an important class concept. The technique closes with an oral presentation or "report out" in which each group synthesizes comments to a particular question.

More at: <https://serc.carleton.edu/sp/library/gallerywalk/index.html>

**In your FIRST group (the “Technique 7” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 7, then 2nd group 5: Gallery Walk**

Gallery Walk gets students out of their chairs and actively involves them in synthesizing important concepts, in consensus building, in writing, and in public speaking. In Gallery Walk teams rotate around the classroom, composing answers to questions as well as reflecting upon the answers given by other groups. Questions are posted on charts or just pieces of paper located in different parts of the classroom. Each chart or "station" has its own question that relates to an important class concept. The technique closes with an oral presentation or "report out" in which each group synthesizes comments to a particular question.

More at: <https://serc.carleton.edu/sp/library/gallerywalk/index.html>

**In your FIRST group (the “Technique 7” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 7, then 2nd group 6: Gallery Walk**

Gallery Walk gets students out of their chairs and actively involves them in synthesizing important concepts, in consensus building, in writing, and in public speaking. In Gallery Walk teams rotate around the classroom, composing answers to questions as well as reflecting upon the answers given by other groups. Questions are posted on charts or just pieces of paper located in different parts of the classroom. Each chart or "station" has its own question that relates to an important class concept. The technique closes with an oral presentation or "report out" in which each group synthesizes comments to a particular question.

More at: <https://serc.carleton.edu/sp/library/gallerywalk/index.html>

**In your FIRST group (the “Technique 7” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.

**Technique 7, then 2nd group 7: Gallery Walk**

Gallery Walk gets students out of their chairs and actively involves them in synthesizing important concepts, in consensus building, in writing, and in public speaking. In Gallery Walk teams rotate around the classroom, composing answers to questions as well as reflecting upon the answers given by other groups. Questions are posted on charts or just pieces of paper located in different parts of the classroom. Each chart or "station" has its own question that relates to an important class concept. The technique closes with an oral presentation or "report out" in which each group synthesizes comments to a particular question.

More at: <https://serc.carleton.edu/sp/library/gallerywalk/index.html>

**In your FIRST group (the “Technique 7” group):**

1. Identify advantages & opportunities for using this technique
2. Identify disadvantages, challenges, barriers to using it. For each, try to identify a solution or way to overcome the challenge.