Gallery Walk

What it is:
Students get out of their seats and respond in small groups to a prompt, and then respond to other student’s responses as well.

Implementation:
• Instructor posts a series of prompts around room. Prompts should be open-ended, allowing for a variety of responses.
• Provide instructions to students and arrange students into groups
• Each group responds on paper to one of the prompts.
• Groups rotate through prompts, responding both to the prompt as well as prior groups’ comments. Instructor monitors and spurs discussion when needed.
• Students report out key points. Instructor adds comments and corrects for misconceptions.

Benefits:
• Facilitates student interaction & collaboration
• Allows all students to voice their thoughts
• Promotes debate and consensus building
• May be used to assess students’ prior knowledge or misconceptions
• Wakes up students with movement

Example prompts:
• Images
• Graphs
• News headlines
• Opinion statements
• Questions

Group members may choose roles:
• Leader
• Reporter
• Monitor
• Recorder

Examples of Gallery Walk questions organized by Bloom’s Hierarchy
• Knowledge: List the impacts of increased ultraviolet radiation reaching the earth.
• Comprehension: What is the difference between weathering and erosion?
• Application: Use Darcy’s Law to calculate groundwater flow rates in the marked locations.
• Analysis: What inference can you make about the geomorphic history of this region based on the terraces?
• Synthesis: Create a coastal zoning plan to better protect from hurricane damage.
• Evaluation: Use scientific evidence to defend or criticize the use of Yucca Mountain as a nuclear waste repository.

Designed by Rachel Beane, Bowdoin College
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Information and examples from Francek, M. Gallery Walks. Starting Point Teaching Entry Level Geoscience.
http://serc.carleton.edu/introgeo/gallerywalk/index.html