Quick Around

**Goal**: Actively encourage student participation to allow multiple students’ thoughts and voices to be heard. Promotes students thinking and talking about geoscience.

**Advantages**
- Promotes student engagement
- All students are invited to share and to practice communicating in class
- Does not add substantially to preparation time or time in class.

**Implementation**

**Provide a prompt**
- Ask a question that has multiple possible responses and is possible to answer in a short amount of time (~ 30 seconds or less)

**Students share responses**
- Students respond in seated order
- Students may pass

**Listen and follow up on responses**
- You or students can summarize common themes, interesting differences, or intriguing points from the suite of responses
- You may use answers as a lead in to the next segment of class

**For larger classes**, you may solicit responses from a few rows or tables instead of from the whole class.

**In an online course**, invite everyone to offer a short contribution to a threaded discussion.

**Examples**

- **First day of class**: Ask students to say their name. This helps to signal students that they are valued as individuals and helps everyone, including you, learn to pronounce names correctly.
- **Name a favorite** mineral/gem, fossil, constellation, ocean/beach, national park, … as it relates to the day’s topic. This helps students use the vocabulary of the discipline and connect with the topic.
- **After a reading assignment**: Ask students to share what figure, quote, or concept they found interesting in the reading.
- **Estimate**: Ask students to share an estimate related to a topic or planned experiment. Record the estimates where students can see all of them and use these to start a conversation about approaches or next steps.

**References**

*This poster was developed by Rachel Beane, Bowdoin College, for SAGE 2YC: Supporting and Advancing Geoscience Education at Two-Year Colleges.*