

# 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.



Image from Wikimedia Commons

## 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

1. Tanner, K.D., 2013, Structure Matters: Twenty-One Teaching Strategies to Promote Student Engagement and Cultivate Classroom Equity. CBE Life Science Education, v. 12, p. 322-331.
2. Feldman, K. and Denti, L., 2004, High Access Instruction: Practical Strategies to Increase Active Learning in Diverse Classrooms. Focus on Exceptional Children, v. 36 (7), 1-10.