

Active and Collaborative Learning Strategies

Entry Slip

Description/Procedures - Entry slips are questionnaires designed to gather a small amount of information prior to instruction. Students are given the question(s) as they arrive and are instructed to turn in their answers immediately. While the students are engaged in an initial activity, the teacher tabulates the student responses.

Purpose - This process is used to gather information from students and to activate prior knowledge.

Modifications -

Notes -

http://literacy.kent.edu/eureka/strategies/admit_slips09.pdf

Entry Slip

I use active and collaborative learning strategies in my classroom:

_____ Every 20 minutes during instruction.

_____ At least once each class period.

_____ A couple times a week.

_____ A couple times a month.

_____ I'm not really into this active, collaborative thing.

One Minute (or Three Minute...) Paper

Description/Procedures - This process asks students to write for one minute reflecting on content that was just presented. It may involve simple reflection or higher level thinking about content.

After presenting the content or completing an activity, ask students to write for one minute specifically instructing them to either reflect, compare, contrast, analyze, apply, etc.

Purpose - This process has multiple purposes. It allows students additional processing time by breaking the presentation of material. It helps students to organize their thoughts and internalize the content. It can also be used as assessment information if collected or examined.

Notes -

<https://teal.ed.gov/tealguide/formativeassessment>

One Minute Paper Example

Spend the next 60 seconds writing how you might use an entry slip in your classroom in the next three days.

Human Continuum

Description/Procedures - In this strategy, participants line up across the room as if on a continuum to visually display their response to a question. This works especially well for beliefs or values where you anticipate there will be variety of responses in a group across a continuum.

- Define what each end of the continuum represents.
- Present a question to students.
- Ask students to move to the spot on the continuum that matches their response.

Purpose - This is a good activity to activate students' prior knowledge of a subject. Because of the movement, this is a good energizer for students. It provides you and your students with information on where students are relative to the question you presented.

Modifications - You can use the information from the continuum to group students; either in heterogeneous or homogeneous groups based on your objectives. You could also ask a series of questions that require your students to re-position themselves based on their responses.

Notes -

Solner, A., & Kluth, P. (2008) *Joyful Learning Active and Collaborative Learning in the Inclusive Classroom*. Thousand Oakes, CA: Corwin Pres

Human Continuum Example

Knowledge of Active Learning Strategies

I don't know what it means -----I could lead this workshop

Research Basis for ALS

They're fun but don't impact learning -----Strong research support for ALS

Schoolwide Use of ALS

Students are always passive learners-----Active learning strategies are used by all

K-W-L Chart

Description/Procedures - The K-W-L chart lists what student know, want to know and have learned. Begin a unit or lesson by asking students what they know about a subject or think they know about a subject. Record their answers. Next ask student what they want to know about this subject. Record their answers. Finally, after instruction, ask students what they have learned. Compare their learning with what they thought they knew about the subject prior to instruction.

Purpose - This activity activates prior learning, encourages students to establish personal learning goals and reviews learning.

Notes -

<http://www.readwritethink.org/classroom-resources/printouts/chart-a-30226.html>

Anticipation Guide

Description/Procedures - Anticipation guides provide a series of statements with which students will agree or disagree. The statements represent important concepts from text the students will be reading. Students respond to the statements individually and then discuss in small groups. The students will then read the text. Following the reading, the small groups will again discuss their responses and compare/contrast with their current opinions and with the information provided by the author.

Purpose - This process is used to activate prior knowledge, cue students to the upcoming key concepts and aid in the comprehension of written material.

Notes -

<http://www.flcc.edu/biochem>

Anticipation Guide Example #2

Indicate whether you agree or disagree with the following statements. After answering individually, compare/contrast your answers with your partners.

Agree	Disagree	
_____	_____	Students learn more in block scheduled classes.
_____	_____	Good instructional design looks very different in a 45 minute class vs. a 90 minute class.
_____	_____	Student movement in a classroom is a good thing.
_____	_____	It is important to devote class time for students to gain knowledge, skills, and attitudes that aren't listed in the curriculum guide or pacing guide.

Interactive Reading/Notetaking

Description/Procedures - In this process students engage in thinking/writing/drawing activities prior to, during and after reading and notetaking.

- Begin with an *Anticipation Guide*.
- Ask students to draw a box around the title of text or notes page heading and think about what they already know about this topic. (Maybe do a *think-pair-share*)
- During reading, students should circle key words and underline the main idea in each paragraph.
- Students should be encouraged to predict what is coming next and to make connections from text to their own lives, to other text and to the world at large.
- After reading/notetaking, students should draw a graphic that will assist them in recalling/retelling the information.

Purpose - These strategies activate prior knowledge and increase comprehension and retention of material.

Notes -

<http://www.irncorp.com/>

Jigsaw

Description - Jigsaw is a method of dividing up text or tasks between students giving each responsibility for learning and then teaching others.

Procedures - Divide a piece of text into four to six chunks. Assign students to small groups of an four to six people. Each student is assigned a chunk that they will read and then share with the others in their group. Adjust the amount of time based on the complexity of the material.

Purpose - Use to reduce the reading load/time spent reading in class and to encourage interdependence of learning.

Modifications - Expert groups. After initially grouping students, direct all of the ones to get together, twos, etc. Each group reads and discusses their section to become experts. They will then return to their original groups and each will teach their section to the group. This works well with more complex material as each chunk isn't the individual responsibility of one student.

Notes -

<https://www.jigsaw.org/>

Jigsaw Example

Text - Block Classes Change Instructional Practice

- You will be divided into groups of 4-6 people.
- Number off 1-4 in your group.
- The text is divided into four sections
- Read your section preparing to share highlights with the whole group.
- In turn, share with whole group the highlights of your section. (2 minutes per section)
- While listening to others, take notes.
- As a group, have a brief discussion of the anticipation guide. Do you have information you didn't have initially that would impact your answers? (5 minutes)

Connect Six

Description/Procedures - This process involves students working in small groups to identify six key concepts from the content and listing those in six boxes on chart paper. After identifying the concepts, students then must write a sentence that connects the concepts together.

Concept #1	Concept #2	Concept #3
Concept #4	Concept #5	Concept #6
Sentence connecting the concepts.		

Purpose - This process provides a review of key concepts and encourages students to see the connections between the key concepts.

Modifications - Instead of using text to describe the key concepts, students can draw illustrations of the concepts. (The process is sometimes called windowpaning.) You can change the number of concepts to 3, 4, 9, or 12.

Notes -

www.bobpikegroup.com

Think - Pair - Share

Description - Pose a question or provide a directive to the group. Students individually think about the answer for a specified amount of time (usually 30 seconds to one minute). They then pair with another student and each shares their thoughts.

Purpose - Use to review and check for understanding of material just covered or to have students apply a newly learned concept.

Modifications -

Add "Write" after "Think". This helps some students to better organize their thoughts and also adds a tangible accountability/assessment piece.

Ask students to stand when they share with their partners and sit when their discussion is done. This gives students a chance to move around and alerts you to when it is time to move on.

Ask some groups to share from their discussion.

Notes -

<http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html#research-basis>

Think - Pair - Share Example

What are the elements of a good lesson plan?

Think for one minute (writing if you need to)

Turn to a person next to you and each take time to share.

Find Your Partner

Description/Procedures - This is an activity that matches student partners by asking the students to find their partner based on finding the other half of something they have, i.e. half the class has vocabulary words and the other half have definitions.

Purpose - The primary purpose is to match students with a partner for another activity. It also provides a review of material and energizes students through movement.

Modifications - You can have student form triads or larger groups by matching concepts and their key components or characteristics.

Notes -

Notes Comparison

Description/Procedures - During this activity, the teacher stops during a lecture/notetaking session and asks students to pair up and compare the notes they have taken.

Purpose - This process allows students to take time to review and process their own notes and also to compare/contrast their notes with a partner.

Notes -

https://teal.ed.gov/documents/TEAL_JustWriteGuide.pdf

Visual Survey

Description/Procedures - This visual strategy involves listing survey questions on chart paper (one question per page). Read (or ask students to read) each of the survey questions. Explain the response scale. Ask students to respond to the survey by placing a mark on the scale with a large marker corresponding to their response. The size of the paper and responses must be large enough so that students can see the compiled class responses from their seats. Discussion can follow.

Purpose - This process activates prior knowledge or asks for application of or response to new learning. It is energizing due to movement. It provides a strong visual to aid in the follow-up discussion.

Modifications - If answers require much thought, students can complete on notebook paper at their seats and then record responses on the chart paper as they finish. Students can be grouped and moved through the charts at set time intervals. Use color of marker to discriminate between groups responding.

Notes -

<http://link.springer.com/article/10.1007/BF00117714>

Exit Slip

Description/Procedures - Exit slips include a few short questions that students complete at the conclusion of an instructional session. Students are provided the slips on which they write responses to the questions.

Purpose - Exit slips can be used to check students' understanding, to evaluate the effectiveness of instruction, or to gather information to plan future instruction.

Modifications - If you are not trying to assess individual student understanding, you can ask small groups to complete the exit slip together.

Notes -

<http://wvde.state.wv.us/strategybank/3-2>

Give One - Get One

Description and Procedures - This can be a follow-up activity to a Think-Pair-Share. Each student writes one or two ideas on their sheet that came from the T-P-S. Students stand up and find a new partner. Each student shares an idea and then they add the new idea to their sheet. Students raise their hands to indicate they need a new partner. The process repeats with the new partner. Do as many rounds as appropriate. At the end, all participants have a list of ideas.

Purpose - This provides a review and sharing of ideas and requires that students use good listening skills in order to share each other's ideas.

Notes -

http://www.lackawannaschools.org/cms/lib/NY19000337/Centricity/ModuleInstance/865/TheEight_Cs_of_Engagement.pdf

Moving to the Music

Description/Procedures - A process that uses music and student movement to energize a review. Use music as the prompt for student movement and stop the music for student interaction.

Instruct students to:

- Begin by answering the three questions
- Begin moving with the music
- When the music stops, find a partner and discuss question #1
- Begin moving with the music
- When the music stops, find two partners and discuss question #2
- Begin moving with the music
- When the music stops, find three partners and discuss question #3

Three Questions (Questions should be adjusted based your goals for the activity)

1. What is one thing I will remember from today?
2. What is one thing I found confusing today?
3. What is one thing that was affirming today?

Purpose - This is a review procedure that uses students to provide the review to each other. Music and movement add energy to a typically low energy time.

Modifications - Ask students to write their answers to the questions and use these as an exit slip to gather assessment information.

Moving to the Music

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- + Begin moving with the music
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Three Questions

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Cloze Procedure for Note Taking

Description and Procedures- A note taking process where students are provided a copy of the notes with some words left out. As the lecture/discussion occurs students insert the missing words.

Purpose - This allows students to maintain their focus on the lecture/discussion but also keeps them physically engaged in the task. This can also be used to model and scaffold the task of note taking for students learning to take notes.

Notes -

http://www.lackawannaschools.org/cms/lib/NY19000337/Centricity/ModuleInstance/865/TheEight_Cs_of_Engagement.pdf

Whip Around

Description and Procedure- A whip around involves posing a question to the group that each individual will answer quickly with very few words. The teacher poses the question and then quickly moves from one student to the next.

Purpose - Use for informal assessment and to involve students during low energy times.

Modifications - Use a ball to designate the speaker and each speaker chooses the next speaker by tossing the ball to them.

Notes -

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Brainstorming: Some different twists on an old favorite.

But first, let's review the brainstorming rules...

- The goal is quantity, not quality.
- Piggybacking is encouraged.
- Record answers so everyone can see.
- No criticism and no praise.

Round Robin Brainstorming

Description and Procedures - Everyone is told the brainstorming topic and is asked to brainstorm individually and silently for a couple of minutes, writing down their ideas on their own paper. Each person then shares one item from their list that has not yet been listed on the group's list. Continue to share until everyone has shared all of their ideas.

Purpose: To generate ideas and encourage everyone to present ideas. Use when some are not contributing ideas or if the group tends to have those who dominate the session.

The Affinity Diagram

Description and Procedures - Everyone is told the brainstorming topic and is given a supply of post-it style notes. Each person brainstorms silently and writes their ideas in a couple of words on individual notes. Each person posts their notes on a section of wall shared by the whole group. The entire group then silently begins to move the notes around on the wall, grouping them by common themes.

Purpose: To generate ideas, have all ideas considered with equal weight and group ideas to look for common themes/ideas. Use when some are not contributing ideas or if the group tends to have those who dominate the session. Also, during low energy times and when there is an unequal level of power/influence among group members.

<http://dspace.unl.edu.ec/jspui/bitstream/123456789/3086/1/ROJAS%20CATI%20-%20ROMAN%20EDISON.pdf>

Notes -

Student Response Boards

Description/Procedures - Students write short responses to questions or answers to problems on individual student white boards during lecture/discussion sessions. When students write their answers, they hold up for the teacher to see.

Purpose - This allows a check of understanding of all students rather than the verbal response of one student to question. It also increases the number of student responses during the class period keeping them engaged.

Modifications - Students could pair up to complete problem or answer question. Student could use notebook paper, but this limits the number of times you would use this strategy.

Notes -