

Buzz groups

Description:

Buzz groups are simply small groups **of 3-4 students** formed to discuss a topic for a short period. These groups may be assigned same or different topic to discuss. Buzz groups help students develop collaborative and **group problem solving skills** and can provide students with opportunities to integrate material, as well as formulate applications and generalizations or principles. Students can get responses to their ideas from others and can **learn a lot from other** students. When students speak in "in private" they are much more likely to speak afterwards "in public" in the whole group.

Some suggestions for using Buzz Groups:

1. Be clear about why you are using buzz groups and how it serves the objectives of the course
2. Arranging chairs in circles (if possible) makes discussion more effective.
3. Allow students to know one another (learn names of one another)
4. Make the question or topic of discussion very clear. Ask them to list or identify a number of issues.
5. Assign roles or ask students to assign roles (a scribe, a timekeeper, a spokesperson) while participating in discussion.
6. The instructor can move between groups and give directions or explanation or leave them to work on their own.
7. Groups share their conclusions and instructor can correct and clarify the discussions and summarize and provide closure.

Roles in a group:

The scribe: Records all the decisions and write the information neatly, to be read and shared.

The timekeeper: Keeps track of time and ensures task is completed in allotted time.

The spokesperson: Presents ideas or decisions of the group to the class.

Note: Effective group work does not just happen – it requires training and reflection

One-Minute Test/paper

Description: This versatile **classroom assessment technique (CAT)** provides a quick and extremely simple way to collect **written feedback** on student learning. To use the One-Minute Test, stop class two or three minutes early and ask students to respond briefly to some variation on the following two questions: “What was the **most important** thing you learned during this class?” and “What important question **remains unanswered?**” Students then write their responses and hand them in.

◆ **Purpose:** One-Minute Tests encourage attendance, increase students’ classroom participation, and enable faculty to **quickly check how well those students are grasping the material** presented. **Students, in their turn, receive prompt feedback** on their progress and clarification of the content that proved to be difficult for them. They are also given a valuable opportunity to process the material presented to them during the class period.

◆ **Procedure:**

-Administer the One-Minute Test at the end of class if you want to focus on students’ understanding of that day’s content.

-However, if you want to assess how well students are learning from their outside assignments (e.g., readings), run the test at the beginning of class. While it is called the “one-minute test,” set aside 5 to 10 minutes of class time for the test and let your students know how much time they have and what kinds of answers you want (words, phrases, or short sentences).

-Finally, allot **some time in the next class to discuss students’ answers and review areas they found confusing.**

Think/Pair/Share

Description

Have attendees turn to someone near them to summarize what they're learning, to answer a question posed during the discussion, or to consider how and why and when they might apply a concept to their own situations. Works well with pre-planned questions and with ideas that emerge during a workshop from a larger group discussion. Approximate time: 6-8 minutes.

Purpose:

The activity can help to organize prior knowledge; brainstorm questions; or summarize, apply, or integrate new information. The objectives are to engage participants with the material on an individual level, in pairs, and finally as a large group. This can also be used as a simple **classroom assessment technique (CAT)**.

Procedure:

- 1) individuals reflect on (and perhaps jot notes) for one minute in response to a question or a problem;
- 2) **participants pair up with someone** sitting near them and share responses/thoughts verbally for two minutes, or they may choose to work together to create a synthesis of ideas or come to a consensus. They can also **pair with another pair** of students and share their ideas before **sharing with the whole class**.
- 3) the discussion **leader randomly chooses a few pairs** to give thirty-second summaries of ideas.

Write/Pair/Share

The format for this strategy is identical to the think-pair-share, except that students process the question asked of them **by writing about it rather than reflecting**. After a brief time to note their thoughts, each student turns to a partner to discuss. The activity closes with the instructor calling on **random** students to summarize their responses. As with the think-pair-share, the instructor may choose to skip the summary portion of the exercise depending on circumstances

Jigsaw Teamwork

A Jigsaw is an active learning exercise in which:

- (1) a general topic is divided into smaller, interrelated pieces (e.g., the puzzle is divided into pieces);
- (2) each member of a team is assigned to read and become an expert on a different piece of the puzzle (e.g., one person is given a Team Building Issues puzzle piece/article, another the Team Composition & Roles piece/article, and so on);
- (3) then, after each person has become an expert on their piece of the puzzle, they teach the other team members about that puzzle piece; and, finally,
- (4) after each person has finished teaching, the puzzle has been reassembled and everyone in the team knows something important about every piece of the puzzle. Functioning as a successful team requires the integration of many different activities. If any piece of the puzzle is missing, the team is generally a group and not a team.

