

ROUND ROBIN (noisy or silent)

This is a very effective cooperative learning strategy that creates high levels of synergy amongst students, and can rapidly generate a large number of ideas. An alternative to whole-class brainstorming as no one student can dominate.

Purpose

- To establish prior understanding of the topic
- To determine levels of confidence/ knowledge
- To allow the sharing of information
- To provide opportunities for students to develop their ideas

Safe schools

Using a Y-chart format (looks like, sounds like, feels like) describe what you think would be an ideal safe school environment.

Health & PE: Knowledge and Understandings

Implementation

Quiet Round Robin

- Ø Organise the class into groups of 3-6 students. Each student is to have a response sheet and a pen/pencil.
- Ø Students are presented with the same problem/task, and at a given signal, each student begins to write responses on their own piece of paper. Students do not talk at this time.
- Ø After one to two minutes, signal for students to change sheets. Each student passes their paper to the person on their left, reads the new sheet, and then continues to write more ideas on that piece of paper but may not repeat what was written on the first paper and may not repeat what has just been read.
- Ø Repeat the swapping of response sheets until each student has their original sheet returned or until ideas dry up. Rotating the sheets should be done every 30 seconds to two minutes (or longer) depending on the question and level of consideration needed.
- Ø Each group can then discuss their findings, make a collated report on a large piece of paper and report back on the best one, two, three or four ideas.

Noisy Round Robin

Similar to the Quiet Round Robin except that:

- Ø Students work as a group with only one response sheet and one scribe
- Ø Students should be sharing their ideas within each group
- Ø At the signal each group passes their response sheet to the next group.

Evaluation

Some of the skills/understandings that may be observed include:

- The level of background knowledge on the topic;
- The level of interest and confidence;
- The ability to justify or modify opinions;
- The ability to evaluate ideas.

Principles of Learning and Teaching

- Action and reflection
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Source: *Reflections on Classroom Thinking Strategies*, Eric Frangenheim, 2002