

## COOPERATIVE STRUCTURES FOR ASKING QUESTIONS

### THINK-PAIR-SHARE

**Steps of the structure** (The simplest structure to teach.)

1. Teacher/student asks a question while the rest of the class listens.
2. Students are given at least seven seconds think time.
3. Students pair with a designated partner (the person next to them or across from them.)
4. Designated students share answers with the whole class.

### Uses:

To ask and answer questions where there are no correct answers: opinions, predictions, reactions, personal experiences, etc. (or) questions with more than one correct answer. Use when all students would be able to answer from prior knowledge or would have options from which to choose. Do not use Think-pair-share for questions where several students would be unable to share an answer. (Pair a nonEnglish speaker with a bilingual partner who can speak his/her language if possible. The bilingual speaker can share his/her partners answers.)

### Variations:

Think-pair-share partner's answer.

Think-pair-square (Students share with their teammates only.)

Think-write-share (Students write their answers first, then share.)

Think-build-share (Students build individually to solve a problem, then share with the team.)

### Examples:

What are the people doing in this picture? What do you think is happening in this picture?

How do you think \_\_\_\_\_ will feel about \_\_\_\_\_?

What do you think will happen next?

What do you know about \_\_\_\_\_? What would you like to know about \_\_\_\_\_?

How do you feel about \_\_\_\_\_ and why?

What \_\_\_\_\_ do you feel is the most important \_\_\_\_\_ and why?

What would you do if \_\_\_\_\_? (or) What do you think will happen if \_\_\_\_\_?

How do you think \_\_\_\_\_ is used in the real world?

Do you think \_\_\_\_\_ should or should not \_\_\_\_\_? Why do you think so?

How would you relate \_\_\_\_\_ to your own life?

Tell your partner about a personal experience with \_\_\_\_\_?

How might \_\_\_\_\_ solve the problem? (or) How might \_\_\_\_\_ affect \_\_\_\_\_?

What do you think would be the most effective graphic organizer for recording this information? Explain your answer.

How is \_\_\_\_\_ similar to (or different than) \_\_\_\_\_?

Which words on this list describe \_\_\_\_\_?

Can you identify connections among 2 or more words on the list? Explain the connection.

Can you think of words that \_\_\_\_\_ (synonyms/antonyms/+ or – connotations etc.)?

Can you find words on the list that rhyme with \_\_\_\_\_ (have a specific sound, etc.)

What words/phrases on the list do you think are examples of \_\_\_\_\_?

What were things we used (actions we did) yesterday when we \_\_\_\_\_?

Which numbers/equations are examples of \_\_\_\_\_?

What do you think is the most confusing part of this problem?

What is an important rule for \_\_\_\_\_?

## NUMBERED-HEADS-TOGETHER

### Steps of the structure:

1. Students number off in teams of four. (Keep the same number as long as the team will continue to work together, possibly four weeks.)
2. The teacher/student asks a question.
3. Team members put their heads together and make sure that everyone in the team can answer the question.
4. The teacher/student calls a number, and those with that number stand and participate in answering the question.

### Use:

To ask and answer more difficult questions. Try to ask larger multiple-part questions, or questions where many students would need assistance.

### Examples: Put your heads together and prepare to:

Explain the process of \_\_\_\_\_/ list the steps of \_\_\_\_\_ .

Be prepared to identify all the \_\_\_\_\_ in the room/ in a picture.

Be able to demonstrate through visuals/manipulatives understanding of \_\_\_\_\_.

Be able to give three similarities and three differences between \_\_\_\_\_ and \_\_\_\_\_.

Identify and explain the relationships between \_\_\_\_\_ and \_\_\_\_\_ (could be more than two)

Explain the functions of the individual parts of \_\_\_\_\_.

Identify the main idea and three supporting details in this paragraph.

Write the main idea of this passage/ the theme of this story.

Be ready to tell three important facts about \_\_\_\_\_/ assumptions being made.

Identify three causes of \_\_\_\_\_ and try to rank their importance.

Solve the math problem and be able to explain each step.

Give the definition of \_\_\_\_\_ and give at least three examples.

Define \_\_\_\_\_ and use it in a sentence.

Label the parts of this diagram \_\_\_\_\_/ identify the component parts of\_\_\_\_\_.

Identify 4 advantages/disadvantages of \_\_\_\_\_. How would you argue for/against\_\_\_\_?

Write at least one example of \_\_\_\_\_ (simile, metaphor, personification, complex sentence, sentence with a participial phrase)

State the essential problem \_\_\_\_\_ and identify possible consequences of the problem.

Restate the sequence of events in this passage/story.

Skim the chapter and prepare to tell as much information as you can about it.

What would be a really good first sentence for our Language Experience Story?

Identify at least three ways the author supported his/her opinion.

What strategies did \_\_\_\_\_ use to solve the problem?

If you were going to use a graphic organizer to record the information in this passage, which would you use and why?

What implications do you predict \_\_\_\_\_ would have?

What four aspects of comparison would be the most important to include on your matrix comparing and contrasting \_\_\_\_\_.

Identify three strategies that the author used to \_\_\_\_\_?

How might \_\_\_\_\_ view this story/historical event from a different perspective?

Based on what you know about \_\_\_\_\_ how might that person/group evaluate \_\_\_\_\_?

If you were going to write about \_\_\_\_\_ how would you organize the writing?

## ROUNDROBIN

### Steps of the structure

1. Students work in teams of four. (Each student has a number.)
2. The teacher/student asks a question with multiple answers and students think of possible answers.
3. Students take turns orally sharing one answer at a time.
4. Students continue taking turns until time is called. If a team member is not ready when it is his/her turn, the person simply says, "I'm still thinking."
5. When time is up, the teacher/student calls a number and those students from each team stand and share some of their ideas. (It is often helpful to have all students repeat the answers or repeat and record single words. This step is not always necessary.)

### Uses

To answer questions where there are multiple answers and where each student would be able to contribute. Because Roundrobin is oral, and the teacher will not hear all answers, it is important to ask questions where incorrect answers would be unlikely or very easy for teammates to clarify for each other. Class sharing is critical for the harder questions.

### Variations

Provide additional prompts for younger students. For example, students pass around an object, a pencil or small flag that says "your turn" as they take turns. When asking them to roundrobin retell a story, the teacher might turn pages in a big book and the students take turns telling about the pages that are visible.

### Roundrobin Classification

Students take turns describing pictures (or reading sentences, fragments, clauses, phrases, words, word problems etc. and placing them on a graphic organizer (or in designated categories). Each student asks, "Do you agree." Team members signal: thumbs up if yes, sideways if unsure, thumbs down if no. The contributing student gets feedback from any student who disagrees. Note because the teacher would be able to assess the placement of the items, this form of Roundrobin could be used with harder tasks where the team may make some errors.

### Examples:

Roundrobin examples of \_\_\_\_\_.

Roundrobin what you know/want to know about \_\_\_\_\_.

Roundrobin retell the story/summarize the main points of a reading.

Roundrobin restate the directions before you begin.

Roundrobin what you learned today.

Roundrobin ways to \_\_\_\_\_/ rules for \_\_\_\_\_.

Roundrobin suggestions to \_\_\_\_\_/ impressions of \_\_\_\_\_.

Roundrobin follow the story plot guidelines and make up a story.

Roundrobin consequences of a problem/important considerations of/ pros or cons.

Roundrobin your observations of \_\_\_\_\_/experiences with\_\_\_\_\_.

Roundrobin classify pictures of \_\_\_\_\_(words etc) on a Web Diagram/Venn Diagram (or sequence pictures or events on a Sequence chart)

Roundrobin rank pictures/words on a continuum based on \_\_\_\_\_(one aspect of comparison).

Roundrobin classify math problems/ words etc.into the following categories \_\_\_\_\_.

## **STAND AND SHARE**

The teacher/student asks a question similar to those for Roundrobin (multiple answers, easy enough for all students). Students all stand up. The teacher/student calls on one person to answer. Anyone ready to share that answer sits down. This continues until all students are seated. (Note: Do not ask a question where everyone in the room would have a different answer or everyone would have to share.)

VARIATION: Continue standing as long as you have something to add. Examples for variation: What did you learn today? What were important ideas from the reading/your homework? Give suggestions for solving a problem. What are writing skills we've learned? What questions do you think will be on the test? (Student volunteers answer each question.)

## **ROUNDTABLE**

Steps of the structure are identical to Roundrobin with one exception. Students say and write the answer rather than simply saying it. Each team has one piece of paper. They pass it around the team and take turns contributing answers.

### **Uses:**

To generate examples, and answer questions with multiple answers. Use rather than Roundrobin when accuracy is important or if students tend to be off-task during Roundrobin. Do not use for tasks that take too much time. For example, do not have students write complete sentences. For increased language development it is helpful when relevant to say a complete sentence but record only the most significant word/s.

### **Variations:**

**Simultaneous Roundtable:** Students don't say their contributions and all students are writing at the same time. They continue to contribute until time is called to pass the paper. For examples: Students contribute to four different lists related to: parts of speech, sentence types, characteristics of a topic of study, and so forth. This may be done prior to study, for example, listing what they know about characteristics of a Native American tribe: food, clothing, shelter, and work. They save the lists and after studying the tribe, cross off any incorrect information and then simultaneous roundtable what they learned.

Students may do what is also called a "write around". They each start a story. Then when time is called, pass their papers to the right and continue the story. They continue changing partners as time is called until the paper returns to the original writer who makes the last contribution to his story. (Story plot prompts may be used to assure that critical story elements are present.)

Simultaneously record answers on a large graphic organizer with room for all team members to write at once.

### **Examples:**

Roundtable examples of \_\_\_\_\_ (verbs, prime numbers, polygons, words that rhyme with "cat", energy sources, causes of pollution, human rights, words related to Spring, etc.)

Roundtable characteristics of \_\_\_\_\_ (the main character, sound, communities, software, a historical period, a type of art or music, etc.)

Roundtable important people from \_\_\_\_\_.

Roundtable contributions of \_\_\_\_\_.

Roundtable vocabulary/essential concepts you will need to know for the test.

Roundtable steps in a process/ phases in a life cycle.

The following structure is Jeanette Gordon's adaptation of Pairs Check by Spencer Kagan.

Name of structure: **PAIRS CHECK ADAPTATION**

This structure is very beneficial in math but can be applied to other content. The teacher identifies pairs of problems that are of similar difficulty. They are called "twins". Students work with a partner to solve the twins. One teaches, and the other performs the calculations or task. Then they trade roles. If the second person makes an error, the first "teacher" refers back to his/her problem and explains again. For example, in a math homework assignment, the following problems are "twins" 3 and 7, 10 and 15, 22 and 26. Students collaborate on those problems as described below before starting on their homework.

Note: more advanced students can do the homework faster on their own and may not want to participate. Since "teaching" would usually be beneficial to them, tell all students that if they are doing "Pairs Check" well, they won't need as much practice, so they can do only the even problems when they finish the twins. The teacher can note the students who would need to do the complete assignment.

- STEPS;
1. Students are in pairs within their teams.
  2. In pairs, choose roles of teacher and student.
  3. The "teacher" must explain what the "student" is to do.
  4. The "student" will do all the writing as steps are explained.
  5. After problem is solved the roles are reversed, the student is now the teacher and the teacher becomes the student.
  6. Steps 3 and 4 repeated.
  7. When the pair of problems is completed, the partners will check work with their teammates.

- USES:
1. to explain steps in a process.
  2. to improve oral communication.
  3. to learn new ways to solve a problem.
  4. to articulate metacognitive strategies in a learning process.
  5. to improve listening skills.

- EXAMPLES:
1. Daily Oral Language activities
  2. Word problems
  3. All computation activities.
  4. Learning to tell time in English
  5. Making change with United States currency
  6. Metric measurement and United States standard
  7. Doubling or reducing a recipe

The following summaries of Spencer Kagan's cooperative structures (800 WEE COOP to order) were prepared by teachers in a cooperative learning class. They also provided the examples. Kathleen Ross, Trina Courtney, and Jane Racek.

Name of structure: **SEND A PROBLEM**

- STEPS:
1. Each student on a team makes up a high consensus review problem and writes it down on a review card.
  2. Teammates must come to a consensus about an answer.
  3. Question side of the card is marked with a Q.
  4. Answer side of the card is marked with an A.
  5. Team passes their review cards to another group.
  6. Student 1 reads 1st problem, team discusses and reaches consensus on answer.
  7. If team doesn't agree on the answer previously written down, 2nd team writes alternative answer.
  8. Process is repeated, student 2 reads question.
  9. Stacks of cards are passed to all groups.
  10. After all groups have seen all questions review cards are returned to original groups and answers are discussed.

- USES:
1. to practice
  2. to review
  3. to teambuild
  4. concept development
  5. to improve evaluation skills (assessing alternative answers)

- EXAMPLES:
1. Sending puzzles with a picture or a message
  2. Math problem solving
  3. Math computation practice
  4. Drill and practice of content area vocabulary
  5. To review textbook material
  6. Student made DOL activities
  7. Drill and practice of grammatical structure
  8. Telling time in English

Name of structure: **THREE STEP INTERVIEW**

- STEPS:
1. Question or topic is presented.
  2. Students are in pairs, one student is interviewer one student is interviewee.
  3. After question is answered, students reverse roles.
  4. In groups of four, students will roundrobin their answers, each on sharing what they learned in the interview with their partner.
  5. In groups of three, 1st student is the interviewer, the 2nd student is the interviewee and the third student will paraphrase what was said.

- USES:
1. to improve listening skills
  2. to improve receptive and expressive communication
  3. to share information
  4. to practice paraphrasing
  5. to teambuild
  6. to practice a grammatical structure
  7. to improve interviewing skills

EXAMPLES:

- Anticipatory:
1. What do you most want to learn about \_\_\_\_\_?
  2. What experience have you had with \_\_\_\_\_?
  3. When in your life would you find it useful to \_\_\_\_\_?

- Closure:
1. What did you learn from \_\_\_\_\_?
  2. What would you like to learn more about \_\_\_\_\_?
  3. How will you use what you have learned about \_\_\_\_\_?

- Others:
1. What did you find most interesting/difficult about \_\_\_\_\_?
  2. Students are interviewed while roleplaying character from literature.
  3. To practice the past or future tenses.
  4. To practice exclamations or questions.

Name of structure: **BLIND HAND SEQUENCING**

- STEPS:
1. Students are in groups of 3 or 4.
  2. Students are given an envelope with panels of a process.
  3. Teammates take panels out of envelopes placing them facedown on the table.
  4. Teammates take turn describing their panel without showing their partners their panel.
  5. Teammates must agree which panel is first and place it face down on the table.
  6. Continue process until all panels are face down on the table.
  7. Turn over panels to see if the sequencing was done correctly.

- USES:
1. to practice sequencing
  2. to improve oral skills
  3. to improve listening skills
  4. to improve consensus building skills

EXAMPLES:

1. Social Studies – a time line for events in history
2. Reading – events in a story  
dialogue between 2 people  
situational picture dialogue
3. Science – steps of a lab experiment  
food chains  
seasons  
life cycle of a \_\_\_\_\_  
describe planet without using name, put in order.
4. Math -  
steps in a math problem

Name of structure: **SAME DIFFERENT**

- STEPS:
1. Pairs of students chosen.
  2. Students are each given slightly different pictures.
  3. Students are to take turn guessing similarities and differences without looking at each others papers.
  4. Students label similarities on the picture.
  5. Students label differences in the picture.
  6. When students are finished, they compare pictures.

- USES:
1. to recall content area vocabulary
  2. to review directional words
  3. to pay attention to detail
  4. to form questions
  5. to improve listening skills

EXAMPLES:

1. Review the parts of a house
2. Review the parts of a store
3. Review city and country differences
4. to learn essential school terms
5. to review office vocabulary, dentist, doctor post office and bank

Name of structure: **INSIDE OUTSIDE CIRCLE**

- STEPS:
1. Students stand in two concentric circles.
  2. The outside circle faces in.
  3. The inside circle faces out.
  4. Students use flashcards or respond to teacher questions.
  5. Students rotate one person to the right.

- USES:
1. to check for understanding
  2. to review
  3. to process
  4. to help or tutor
  5. to share
  6. to class build

- EXAMPLES:
1. A class building activity to get to know others and feel comfortable interaction
  2. To assess prior knowledge
  3. To review parts of a story
  4. To share personal reactions and ideas related to a topic
  5. Vocabulary building (Name the picture)
  6. Addition, subtraction, multiplication and division facts, states and capitals, spell the word for a picture (answer on the back of the card, trade cards before rotating to a new person)
  7. To review for an exam, assure answer is correct before rotating

Structures are summarized from Cooperative Learning 1992. Spencer Kagan (800 WEE COOP to order) by teachers in a cooperative learning class. They also provided the examples. Kathleen Ross, Trina Courtney, and Jane Racek.

## **Suggestions:**

### **Start with structures where roles are not needed:**

Think-pair-share, Roundrobin, Roundtable, Pairs-Check  
Stand & Share, Inside-outside-circle, Numbered-heads-together.

After using Numbered-heads-together several times, use the same structure and ask teams to decide which of the following their team did the best and which they most need to improve. Then introduce the following roles and explain how they can facilitate the group process.

## **GROUP PROCESSING**

- 1. We were all involved.**
- 2. We clarified if people didn't understand.**
- 3. We all stayed on task.**
- 4. We supported each other.**

## **ROLES**

- 1. Gatekeeper**  
(Timekeeper)
- 2. Clarifier**
- 3. Taskmaster**  
(Material Handler)
- 4. Peacekeeper**

# ROLES

1. **TASKMASTER** It is your job to keep the team on task during the group activities and the class activities. Monitor noise level in the team. Encourage everyone to give the quiet signal.
2. **GATEKEEPER** It is your job to encourage participation of all and to politely close the gate on someone if you feel others are not getting a chance to participate.
3. **PEACEKEEPER** It is your job to establish a praising atmosphere in the team. Watch for any put-downs. Praise others and watch for praising behaviors. Give a “thumbs up” when you hear or see praising.
4. **CLARIFIER** It is your job to make sure everyone understands the directions. Check for understanding of content, and encourage others to clarify and ask questions as needed.

## STRUCTURES FOR ASKING QUESTIONS: COMPARISON MATRIX

STRUCTURE	PURPOSE	DIRECTIONS	ADVANTAGES	PROBLEMS AND SUGGESTIONS.
<p><b>Think-pair-share</b></p> <p><b>Think-pair-share partner's idea</b></p>	Answer questions. All students can answer. Usually more than one answer is possible.	Think, then pair to share with a partner. Teacher calls on some students to share with class Variation: Share partner's idea.	All share answers. Easy to administer. Doesn't take long. Sharing partner's idea promotes listening, oral language and respect.	<b>All students are not able to answer the question.</b> The question was too hard. Switch to Numbered-heads-together. (Do this for the following 3 structures, if this problem arises.) <b>Students off task.</b> Use processing prompts, thumbs-up if had time to share, rate social skill, etc. This helps all structures when learning the processes. Support all structures with visuals if needed.
<b>Roundrobin</b>	Same, but there are many possible answers.	Think, then take turns sharing original answers around the group. Teacher calls #. Stand to share original ideas.	All share. Promotes cognitive flexibility because must think of additional ideas, not just first response.	<b>Students don't take turns. One or two students are doing most of the talking.</b> Ask students to pass a pen as they share ideas. <b>Advanced students take some of the easier answers.</b> Give a challenge and encourage those who are ready to do it.
<b>Stand and share</b>	Same, with many possible answers but not so many that all will have a different answer.	Students all stand with an answer to share. Sit when someone shares his/her idea.	All share. Get to stand up. When some students don't want to sit, they think of more or very original ideas.	<b>Some students don't want to stand.</b> Give more time. Ask others to think of more original ideas while waiting. Ask sitting student to call on others or share the idea they liked best. Call first on someone who may sit at the first opportunity.
<b>Roundtable</b>	Same as above, but need written record to confirm that the answers are correct.	Take turns saying and writing the answers. Teacher calls #. Stand and share original ideas.	Teacher and students have a written record of their answers. It is possible to determine if the team made errors.	<b>Some students have limited spelling skills.</b> Ask students to repeat and then chant the spelling. <b>Some answers are incorrect.</b> Others give thumbs-up if correct, before the student writes. <b>A team shares entire list.</b> Have each team share 1 original idea first.
<b>Inside-Outside Circle</b>	Questions all can answer. Can be personal response or correct answer.	Stand in two circles facing each other. Answer question, then outside rotate for new question. (Or in two lines, if limited room. One rotates to front.)	Students get to move. They interact with others in the class, not just team members. Nice class-building structure.	<b>Students are not giving "right answers".</b> Loudly share the answer with the group. Students use question prompts with answers on the back and trade cards as they rotate. <b>Line-up and movement is rowdy.</b> Practice order. If using a line, ask question when moving. Students don't go between the two lines.
<b>Numbered-heads-together</b>	Answer important, complex multi-part questions	4 people collaborate on answer. Teacher calls #. Those people stand to participate in answering.	Can ask questions some students don't know. Can hear the answers. Modeling & practice is possible.	One or two students dominate the group and answer most of the questions first. Use group processing to identify team strengths and needs. Assign roles to facilitate the process. Use multilevel resources as needed and give challenge options for teams who finish early.

## JIGSAW VARIATIONS: COMPARISON MATRIX

STRUCTURE	PURPOSE	DIRECTIONS	ADVANTAGES	PROBLEMS AND SUGGESTIONS.
<b>Team Jigsaw</b>	Learn and teach class new information.  Possibly review or expand on learning.	Collaborate with team to teach an assigned or selected "piece" or topic to the class.	Possible to hear all presentations; assuring accuracy and facilitating assessment.  Students develop public speaking skills.  Team satisfaction.	<b>The number of "pieces" or topics doesn't equal the number of teams.</b>  Assign a related activity or a follow-up. Assign the most difficult topic to two teams.  <b>Some team members dominate the group.</b>  Use group processing. Use team-processing.  Use similar-ability groups rather than multi-ability groups with differentiated tasks based on group readiness.
<b>Within-team Jigsaw</b>	Individually teach team members.  Possibly review or expand on learning.	Individually learn and teach a "piece" of new info to the class.	Students have sole accountability for teaching others.  Individual satisfaction	<b>Each member does not have the skills to learn and teach his/her piece.</b>  Provide multilevel resources and visuals. Assign parts based on readiness and meet with students who need support. Use "expert" jigsaw variations below.  Have the lowest student in a team of 5 and teach with a partner.
<b>Expert-partners Within-team Jigsaw</b>	Same as above.  Share learning and teaching strategies.	Partner with someone from another team to learn and practice their common "piece" before teaching own team.	Students can gain support from a partner. Students share their understanding and strategies.	<b>Some partners have limited skills.</b>  Use mixed-ability partners.  Assign parts based on readiness and have partners learn and teach an appropriate part.
<b>Expert-group Within-team Jigsaw</b>	Same as above.	Meet as a group with others who are responsible for the same "piece". Learn the information, discuss strategies, return and teach team.	Students can gain support from a group, hence more skills to draw upon and each is able to teach a more complex "piece".	<b>Some groups have limited skills.</b>  Use mixed-ability expert groups or differentiated tasks for each group.  <b>Some members are left out or too dominant.</b>  Use other cooperative structures within the group to assure participation of all.

## **Problems Common to All Jigsaw Variations with Resolution Suggestions**

### **The pieces are not appropriate for jigsaw.**

- Use jigsaw only when the information can be divided into comprehensible parts.
- Typically provide a general introduction and often an overview of how the pieces relate to the whole.
- Be careful to assign “pieces” or topics that are comprehensible without reading all of the others.
- Do not use jigsaw to divide a narrative into pieces. However, jigsaw is appropriate for analysis of a literature piece that all students have read. Jigsaw can also be used to have students retell different stories and to compare and contrast them.

### **Not every student is doing his/her part, or the information presented is not accurate.**

- Use developmentally appropriate resources: needed prior knowledge, visuals, readability levels
- Provide modeling of similar tasks through a whole-class example using cooperative structures to engage all learners prior to assigning jigsaw. Use team jigsaw as a model prior to Within-team Jigsaw variations.
- Assign or have students clearly identify individual accountability
- Provide explicit structure, using rubrics for more complex tasks
- Progress from teaching simple to more complex content
- Grade each student on his/her individual part, rather than grading the team.
- Use group processing as needed. For complex teaching tasks, use group-processing during stages of preparation, not just upon completion.
- Use self-peer and teacher assessment strategies as needed to promote accuracy and identify errors.

### **Some students finish before others.**

- Assign tasks based on student readiness
- Assign challenge options for students who finish early
- Have students who finish practice teaching and giving each other feedback
- Give students opportunities to develop their own ideas for expansion or improvement

### **Students are just reading the information rather than really teaching**

- Raise the thinking level of the task, so students really need to understand the information, explain and support their ideas as they teach
- Assure that the information is developmentally appropriate: readability levels, prior knowledge, visual support etc.
- Limit the notes used, so students need to express some of the ideas in their own words.
- Incorporate diverse modalities into the teaching

### **Listeners do not demonstrate respect and/or active listening**

- Structure the note-taking tasks of the listeners
- Students incorporate questions into their teaching
- Hold students accountable for all of the information, but be sure all can effectively teach his/her part
- Use group processing strategies to help develop a climate of support and collaboration