Processing Strategies for College Level Learners

1. **Turn to your neighbor.** Three to five minutes. Ask the students to turn to a neighbor and ask something about the lesson: to explain a concept you’ve just taught; to summarize the three most important points of the discussion, or whatever fits the lesson.

2. **Focus trios.** Before a film, lecture or reading, students identify what they already know about the subject and come up with questions they have about it. Afterwards, the trios answer questions, discuss new information, and formulate new questions.

3. **Problem solvers.** Groups are given a problem to solve. Each student must contribute to a part of the solution. Groups can decide who does what but they must show where all members contributed. Or they can decide together, but each must be able to explain how to solve the problem.

4. **Book report pairs.** Students interview each other on a passage (or book) they read, then they report on their partner’s book.

5. **Elaborating pairs.** Students elaborate on what they are reading and learning, relating it to what they already know about the subject. This can be done before and after a reading selection, listening to a lecture, or seeing a film.

Johnson & Johnson

54 Simple Processing Structures

Structures can be employed to help learners interact more actively with the content. Each structure is designed to achieve different objectives. Select the structure that fits your objective, classroom configuration, and the time available. Teams of four are ideal.

They are small enough for active participation for all participants, and split evenly for equal participation during pair work.

1. **Agreement Circles.** Students stand in circle, then step to center in proportion to their agreement.

2. **Blind Sequencing.** Students sequence all pieces without looking at the pieces of teammates.

3. **Circle-the Sage.** Students who know, stand to becomes sages; teammates each gather around a different sage to learn. Students return to teams to compare notes.

4. **Corners.** Students pick a corner, write its number, go there, interact with others with same corner choice in a RallyRobin or Timed Pair Share.

5. **Fan-N-Pick.** Played with higher-level thingking Q cards, #1 fans, # 2 picks, # 3 answers, # 4 praises. Students then rotate roles.

6. **Find My Rule.** The teacher places items in a frame (two boxes, Venn, on a line); students induce the rule.
Two Box Induction

What’s My Line

7. **Crack My Venn**

8. **Find Someone Who.** Students circulate, finding others who can contribute to their worksheet.

   - **People Hunt:** Students circulate, finding others who match their own characteristics.
   - **Fact Bingo:** Find Someone Who played on bingo worksheet.

9. **Find the Fib.** Teammates try to determine which of three statements is a fib.

   - **Fact or Fiction:** Teammates try to determine if a statement is true or false.

10. **Flashcard Game.** Flashcards in pairs, with rounds progressing from many to no clues.

11. **Formations.** Students stand together as a class to form shapes.

12. **Four S Brainstorming.** Sultan of Silly, Synergy Guru, Sergeant Support, and the Speed Captain play their roles as they quickly generate many ideas which are recorded by Synergy Guru.

13. **Thinkpad Brainstorming:** No roles. Students generate items on thinkpad slips, announcing them to teammates and placing them in the center of the table.

14. **Idea Spinner.** Spin Captain “Shares an Idea” or “Quizzes a Pal” to Summarize, Evaluate, Explain, or Predict.

15. **Inside/Outside Circle.** Students in concentric circles rotate to face a partner to answer the teacher’s questions or those of the partner.

16. **Jigsaw Problem Solving.** Each teammate has part of the answer; teammates must put their info together to solve the problem.

17. **Line Ups.** Students line up by characteristics, estimates, values, or assigned items.

   - **Value Lines:** Students line up as they agree or disagree with a value statement.
   - **Folded & Split Line Ups:** Students fold the Line Up or Split and Slide it to interact with someone with a different point of view, characteristic, or estimate.

18. **Match Mine.** Receivers arrange objects to match those of Senders who have pieces hidden.

   - **Draw-What-I-Say:** Receiver draws what a sender describes.
   - **Build-What-I-Write:** Receiver constructs what Sender has described in written words.

19. **Mix-Freeze-Group.** Students rush to form groups of a specific size, hoping not to land in “lost and found.”

20. **Mix-Pair-Discuss.** Students pair with classmates to discuss questions posed by the teacher.

21. **Mix-N-Match.** Students mix, then find partners with the matching card.

   - **Snowball:** Students toss crumpled papers over imaginary volleyball net, stop, pick up a snowball, then find the person with the matching “snowball.”
22. **Numbered Heads Together.** Students huddle to make sure all can respond, a number is called, the student with that number responds. **Stir-the-Class:** Teams stand in circle around room, huddle to discuss a question from the teacher, stand shoulder to shoulder when they have their answers, rotate to next team when their number is called to share their answer, and join the new team for next question.

   **Paired Heads Together:** Students in pairs huddle to make sure they both can respond, an “A” or “B” is called, the student with that letter responds.

   **Traveling Heads Together:** Students in Numbered Heads travel to new team to share response.

23. **One Stray.** The teacher calls a number; students with that number “stray” to join another team, often to share.

   **Two Stray:** Two students stray to another team, often to share and to listen.

   **Three Stray:** Three students stray to another team, often to listen to the one who stayed to explain a team project.

24. **Pairs Check.** Students work first in pairs each doing a problem and receiving coaching and praise from their partner; then pairs check and celebrate after every two problems.

25. **Paraphrase Passport.** Students can share their own ideas only after they accurately paraphrase the person who spoke before them.

26. **Pairs Compare.** Pairs work independently, usually in a RallyTable, compare their answers with another pair, and then see if working together they can come up with additional responses neither pair alone had.

27. **Partners.** Pairs work to prepare a presentation, then present to the other pair in their team.

28. **Proactive Prioritizing.** Students prioritize items by making only proactive statements until they reach agreement.

29. **Q-Spinner.** Students generate questions from one of 36 questions prompts produced by spinners.

30. **RallyRobin.** Students in pairs take turns talking.

   **RallyToss:** Toss a ball (paper wad) while doing RallyRobin.

31. **RallyTable.** Students in pairs take turns writing, drawing, pasting. (2 papers, 2 pencils per team)

   **Pass-N-Praise:** Students in pairs take turns writing and hand their paper to the next person only after receiving praise.

32. **Rotating Review.** Teams discuss, then chart their thoughts; rotate to the next chart to discuss and chart their thoughts.

   **Rotating Feedback:** Teams discuss, then chart their feedback to another team’s product; then rotate to do the same with the next team.

33. **RoundRobin.** Students in teams take turn talking.

   **Turn Toss:** Students toss a ball (paper wad)
Think-Write-Roundrobin: Students think, then write before the RoundRobin.

34. **RoundTable.** Students in teams take turns writing, drawing, pasting. (1 paper, 1 pencil per team). **Rotating Recorder:** Students take turns recording team responses.

**Simultaneous Round Table:** RoundTable with more than one recording sheet passed at once.

35. **Sages Shares.** Students ThinkPad Brainstorm ideas; students each initial those ideas and then students take turns interviewing the “sages” those who can explain an idea they don’t understand.

36. **Same-Different.** Students try to discover what is the same and different in two pictures, but neither student can look at the picture of the other.

37. **SendAProblem.** Teammates make problems which are sent around the class for other teams to solve.

38. **TradeAProblem.** Teammates each write an answer, then there is a “showdown” as they show their answers to each other.

39. **Showdown.** Teammates each write an answer, then there is a “showdown” as they show their answers to each other.

40. **Similarity Groups.** Students form groups based on a commonality.

41. **SpendABuck.** Each student has four quarters to spend on two, three, or four items. The item with the most quarters is the team choice.

42. **SpinNThink.** Students follow a thinking trail (Read Q, Answer Q, Paraphrase & Praise, & Discuss). At each point on the trail a student is randomly selected to perform after all students have had think time.

43. **Talking Chips.** Students place their chip in the center each time they talk; they cannot speak again until all chips are in the center and collected.

**Gambit Chips:** Like Talking Chips but chips contain gambits (things to say or do): For examples, Affirmation chips contain praisers; Paraphrase Chips contain gambits for paraphrasing.

**Response Mode Chips:** Like Talking Chips but chips contain response modes: For examples, Summarizing, Giving an Idea, Praising an Idea.

44. **Team-Pair-Solo.** Students solve problems first as a team, then as a pair, finally alone.

45. **Team Interview.** Students are interviewed, each in turn, by their teammates.

46. **Teammates Consult.** For each of a series of questions, students first place pens in cup, then share and discuss answers, and finally write answer in own words.

47. **Team Statements.** Students think, discuss, write individual statements, RoundRobin individual statements, and then work together to make a team statement they can all endorse more strongly than their individual statements.

48. **Team Word-Web.** Students write in their own color on a mind map which includes main idea, core concepts, supporting elements, and bridges.
49. **Telephone.** One student leaves, teacher teaches remaining students, absent student returns and is taught by teammates, and later takes a quiz.

50. **Think-Pair-Share.** Students think about their response to a question, discuss answers in pairs, and then share their own or partner’s answers with teammates rather than with the class.

51. **Think-Pair-Square.** Same except share their answers with teammates rather than with the class.

52. **Three-Pair-Share.** Students share on a topic three times, once with each of their teammates.

53. **Three-Step Interview.** Students share with a partner, the partner shares with them, and then they RoundRobin share their partner’s response with the other teammates.

54. **Timed Pair Share.** Students share with a partner for a predetermined amount of time and then the partner share with them for the same amount of time.

55. **Who Am I?** Students attempt to determine their secret identity (taped on their back) by circulating and asking “yes/no” questions of classmates. They are allowed three questions per classmate (or unlimited questions until they receive a no response). They then find a new classmate to question. When the student guesses his/her identity, he/she becomes a consultant to give clues to those who have not yet found their identity.

Source: 1997 Kagan Cooperative Learning 1-800-WEE-CO-