



Collaborative Group Strategies





Pose, Pause, Pounce and Bounce (PPPB)

The PPPB technique is a powerful questioning approach that helps teachers elevate their practice from good to outstanding. It also addresses differentiation in the classroom and encourages teachers to slow down, take risks, and uncover student understanding. Here's how it works:

Pose:

Introduce the context of the PPPB approach to the class. Ensure they understand what's happening.

Insist on "hands down" before delivering the question.

Provide a question or a series of questions, emphasising reflective thinking.

Pose the question to the entire class, not an individual.

Then pause...

Pause:

This is the challenging part—stop talking.

Ask the class to hold their thoughts, think, and think again.

If students are engaged, consider extending the silence (take a calculated risk) and continue pushing boundaries.

Maintain the reflection as long as possible before proceeding to the next step.

Pounce:

Insist that the answer comes directly from student A (and possibly student B) as quickly as possible.

Mentally plan whom you'll ask before addressing the class.

Name student A to respond and remain focused on them.

Avoid speaking and address any comments or noises promptly.

Wait for an answer, pause, and assess the support needed.

Bounce:

Immediately after the Pounce response, ask another student (student B) for their opinion on student A's answer.

Extend this by seeking opinions from student B and C, regardless of whether the initial answer was correct.

Another strategy is to bounce the question to group A and, if necessary, to a subgroup B if group A doesn't provide a suitable response.

Engage a significant number of students using this approach, ensuring the entire class remains involved. Confirm that all students understand the concept.

Remember, the PPPB technique promotes active participation, deeper understanding, and effective questioning in the classroom.



The Little Book Methodology

This is an effective approach for students to learn small pieces of information, such as definitions, by teaching each other. Here's how it works:

Divide the Material: Start by dividing the material to be learned into smaller parts. These smaller parts will form the basis for the Little Book.

Creating the Little Book:

Teach the students how to make their own Little Book.

Instruct them to write the title of the book on the front cover, add their name, number each page, and place a title (e.g., definition term) on each page.

Using the Little Book:

Each student receives a slip of paper with a small amount of information.

They learn their assigned piece of information and write it in their own words on the appropriate page in their Little Book.

The teacher collects the slips of paper to ensure that students explain the information to each other rather than simply copying it.

Student A then teaches student B the information they've learned. Once student A is satisfied that student B knows it, student B writes it onto the appropriate page in their Little Book.

Student A checks that student B knows the information and initials the page to confirm.

Student B repeats the process with another student.

The students continue circulating around the class until they have all completed their Little Book1.

This methodology encourages active learning, peer teaching, and engagement among students, making it a valuable tool for reinforcing knowledge and understanding.



Jigsaw Method

1. **Group Formation:** Organise students into 5- or 6-person jigsaw groups. Ensure diversity within the groups, considering factors such as gender, ethnicity, and ability.
2. **Appoint a Leader:** Designate one student from each group as the leader. Initially, choose the most mature student for this role.
3. **Segment the Lesson:** Divide the day's lesson into 5-6 segments.
4. **Assign Segments:** Assign each student to learn one specific segment. Make sure they have access only to their assigned segment.
5. **Familiarisation, Not Memorisation:** Allow students time to read their segment at least twice and become familiar with it. Memorisation is not necessary.
6. **Expert Groups:** Create temporary "expert groups" by having one student from each jigsaw group join others assigned to the same segment. In these expert groups, students discuss the main points of their segment and rehearse their presentations.
7. **Reassemble Jigsaw Groups:** Bring students back to their original jigsaw groups.
8. **Presentations:** Ask each student to present their segment to the group. Encourage group members to ask questions for clarification.
9. **Observation and Intervention:** Move among the groups, observing the process. If any group encounters difficulties (e.g., a member dominates or disrupts), intervene appropriately. Ideally, the group leader should handle this task, and you can discreetly guide them.
10. **Assess and Reinforce:** At the end of the session, assess the material covered. Help students recognise that these sessions are not just enjoyable but also valuable for their learning.

This method promotes collaboration, active learning, and deeper understanding among students



Socratic Circles

1. Preparation:

Choose a Topic: Select a topic or text that you want students to discuss. It could be a literary passage, historical document, scientific concept, or any relevant material. Share the necessary resources or readings related to the chosen topic with your students.

Question Preparation: Have students prepare questions related to the topic. You can provide them with a template to structure their questions.

2. Arrangement:

Form Two Circles: Set up two concentric circles in your classroom:

inner Circle: This circle consists of students who will actively participate in the discussion.

Outer Circle: Students in this circle will observe and take notes during the discussion.

3. Discussion Process:

- **Start with an Open-Ended Question:** As the teacher, begin the discussion by posing an open-ended question related to the topic. Encourage students to think critically and express their ideas.
- **Silent Observers:** Students in the outer circle remain silent while those in the inner circle engage in the discussion. They observe and take notes on the points raised.
- **Switch Roles:** About halfway through the discussion, allow the circles to switch roles. The inner circle becomes the outer circle, and vice versa.
- **Summarise Key Points:** Conclude the discussion by summarising the key points raised during the Socratic Circle.
- **Feedback and Reflection:** Review feedback forms or engage in a brief reflection with students to understand what went well and identify areas for improvement.

Socratic Circle approach empowers students to engage in meaningful dialogue, collaborate, and co-construct knowledge. It shifts the focus from the teacher as the central authority to students actively participating in their own learning journey



Gallery Walk

Gallery Walk is an interactive discussion method that encourages student engagement and active participation. Here's how it works:

Preparation:

The teacher prepares several discussion questions.

Student teams typically consist of three to five members during a Gallery Walk.

For a class of thirty, write six questions (with five students per group) or two sets of five questions (with three students per group).

Questions can assess knowledge, comprehension, or higher-order thinking skills like analysis, synthesis, and evaluation.

Setting Up Stations:

Questions are posted at different “stations” around the classroom.

Stations can be on classroom walls, pieces of paper placed on desks, or displayed on computers.

Ensure sufficient space for groups to gather and discuss the questions.

Rotating Discussions:

At each station, student teams review what previous groups have written and add new content.

After a short period (typically three to five minutes, depending on the question), announce “rotate.”

The group then moves clockwise to the next station.

Continue rotating until all posted questions are addressed.

Teacher's Role:

As students discuss questions, the teacher circulates around the classroom.

Clarify any doubts, gauge student understanding, and address misconceptions.

Note down any misconceptions or gaps in understanding to address later.

Gallery Walk serves as a valuable tool for informal assessment.

Reports Out:

When the group returns to their starting station, they synthesize comments.

During the “reports out” phase, the group makes an oral report to the class.

This stage provides an opportunity for whole-class discussion and addressing misconceptions.

Alternatively, individual or group written reports can replace oral presentations.

Gallery Walk promotes active learning, deeper understanding, and collaborative exploration of concepts.



Step Inside

'Step Inside' is a thinking routine developed by Project Zero at *Harvard Graduate School of Education*. It encourages students to explore different perspectives by imagining themselves in someone else's shoes—whether a person, object, animal, or historical figure. This strategy helps develop empathy, deeper understanding, and critical thinking by prompting learners to consider how others might feel, think, and act in various situations.

Steps:

1. **Choose a Subject:** Select a person, character, object, or entity from a story, event, or situation.
2. **Step Inside Their Shoes:** Ask students to mentally take on the role of that subject—imagine being them.
3. **Ask Three Core Questions;**
 - What can the person/thing see, observe, or notice?
 - What might they know, understand, or believe?
 - What might they care about or be concerned about
4. **Reflect and Discuss:** Encourage students to share their responses and discuss how this perspective influences their understanding of the topic.



See, Think, Wonder'

'**See, Think, Wonder**' is another thinking routine from Project Zero at Harvard, designed to promote close observation, interpretation, and curiosity. It encourages learners to slow down and deeply engage with visual stimuli (such as images, objects, texts, or scenes), moving from descriptive observation to thoughtful analysis and questioning. This strategy supports critical thinking, inquiry-based learning, and evidence-based reasoning across subjects and age groups.

It is especially effective in art, science, history, and reading comprehension activities.

Steps Involved in '**See, Think, Wonder**'

1. **See-** Ask: What do you see? Learners describe exactly what is visible—focusing on objective observation without interpretation or judgment.
2. **Think-** Ask: What do you think is going on? Students infer or interpret based on their observations. They begin to make meaning or consider possible explanations.
3. **Wonder-** Ask: What does it make you wonder? Learners generate questions sparked by the image or topic, fostering curiosity and further inquiry.



Diamond Ranking

Diamond Ranking is a collaborative decision-making and prioritization strategy that helps learners evaluate and rank a set of ideas, items, or statements based on agreed criteria such as importance, impact, or relevance. It encourages critical thinking, discussion, negotiation, and justification of choices. The visual layout—shaped like a diamond—helps students clearly see the relative importance of each item.

Steps Involved in 'Diamond Ranking'

1. **Select Items to Rank.** Provide 9 (or another set number) of statements, ideas, or options related to a topic. These could be pre-prepared or generated by students.
2. **Explain the Diamond Layout** and show the diamond shape:
 - One most important at the top
 - Several middle-tier choices
 - One least important at the bottom
3. **Group Discussion and Placement-** In small groups or individually, students discuss and negotiate the placement of each item in the diamond shape, justifying their decisions based on agreed-upon criteria.
4. **Review and Reflect-** Groups present their rankings and reasoning to the class. Discussion can highlight differing perspectives and reinforce critical evaluation.



Spiderweb Discussion

Spiderweb Discussion is a student-led, text-based discussion strategy that combines elements of Socratic seminar with visual mapping. It encourages collaborative dialogue, deep analysis, and accountable talk. While students engage in a conversation around a central question or topic (often related to a text), the teacher maps the flow of discussion on a "spiderweb" diagram, visually tracking who speaks, how often, and how they connect with one another.

Steps Involved in 'Spiderweb Discussion'

1. **Select** a Central Text or Topic. Choose a thought-provoking article, chapter, quote, or issue for discussion. It should allow for multiple interpretations or opinions.
2. **Pose an Open-Ended Question.** Provide students with a central, open-ended question that guides the discussion and invites critical thinking.
3. **Set Expectations and Norms.** Review expectations for respectful dialogue, listening, citing evidence, and building on others' ideas. Sometimes students co-create the norms.
4. **Conduct the Discussion.** Students lead the conversation while the teacher silently observes and maps the dialogue—drawing lines between speakers, noting frequency and type of contributions.
5. **Create the Spiderweb Diagram.** On paper or digitally, the teacher draws a web connecting each student based on who speaks and who responds to whom—creating a visual record of interaction.
6. **Debrief and Reflect.** After the discussion, review the spiderweb diagram with the class. Reflect on:
 - Who contributed and how?
 - Was the discussion balanced?
 - How can we improve?
7. **Set Goals for Next Time.** Use reflections to set class or individual goals for improving future discussions.