

Active Involvement

Think-Pair-Share (Lyman, 1981)

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| THINK | The teacher poses a question or challenge to students and prompts them to “think” about the answer. Students may be asked to record their thoughts. The teacher provides adequate wait time and may model “thinking.” |
| PAIR | Students are assigned partners and asked to communicate their ideas to each other. They may be asked to record their combined thoughts or to note their partners’ best ideas. The teacher should identify and record select responses while monitoring. |
| SHARE | The teacher can call on partnerships to report their best ideas and/or can display the responses recorded during monitoring. |

Tell-Help-Check (Archer, 2006, based on Ruhl, Hughes, & Gajar, 1990)

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| TELL | The teacher asks students to tell their partners everything they know or remember about a specific topic/concept. Students may or may not be allowed to use their materials. The partners who are listening may be asked to count or record the ideas shared with them. The teacher should monitor the groups. |
| HELP | The partners are asked to assist when the student who is telling the information has difficulty. Partners may also add any information they know or remember. |
| CHECK | Both partners compare their responses with their materials. The teacher may also display new information if the procedure is being used to activate background knowledge on a new topic of instruction. Alternatively, the teacher may ask the partners who were helpers to indicate how many different ideas they were told or to provide the best idea. |

Generate-Share (Archer, 2006, based on Ruhl & Suritsky, 1995)

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| GENERATE | Students are asked to list as many ideas or pieces of information on a topic as they can. Students may be asked to work independently or with their partners, depending upon the amount of scaffolding required. The teacher provides adequate wait time and may model thinking and listing. |
| SHARE | Students are asked to share their ideas with their partners or are called upon to share their individual responses. |

SOURCES:

Archer, A. A. (2006, July). *Active participation: Engaging them all*. Presentation provided to Vaughn Gross Center for Reading and Language Arts at The University of Texas at Austin research team, Portland, OR.

Lyman, F. T., Jr. (1981). The responsive classroom discussion: The inclusion of all students. In A. S. Anderson (Ed.), *Mainstreaming digest* (pp. 109–113). College Park, MD: University of Maryland.

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SECONDARY SOURCES:

Ruhl, K. L., Hughes, C. A., & Gajar, A. H. (1990). Efficacy of the pause procedure for enhancing learning disabled and nondisabled college students' long- and short-term recall of facts presented through lecture. *Learning Disability Quarterly*, 13(1), 55–64.

Ruhl, K. L., & Suritsky, S. (1995). The pause procedure and/or an outline: Effect on immediate free recall and lecture notes taken by college students with learning disabilities. *Learning Disability Quarterly*, 18(1), 2–11.