

Submitted by John Inman

Description:

Members of learning teams, usually composed of four individuals, count off: 1, 2, 3, or 4. The instructor poses a question, usually factual in nature, but requiring some higher order thinking skills. Students discuss the question, making certain that every group member knows the agreed upon answer. The instructor calls a specific number and the team members originally designated that number during the count off respond as group spokespersons.

Uses:

This strategy is used to encourage participation by all of the group members in a session. Because no one knows which number the facilitator will call, all team members have a vested interest in understanding the appropriate response.

Materials:

Overhead, or flipcharts and markers, and 3x5 cards.

Instructions:

1. Prepare a list of questions over materials to be learned or reviewed. Questions may be on transparency and uncovered one by one, or simply read. Alternative: Have students prepare and write on cards questions for each section as they read it. Pick up cards and use for procedure.
2. Divide class into groups of 1-4(5) depending on size of class. Each group should be given a designation (name, color, number, letter).
3. Groups count off 1-4(5).
4. Assign all groups to read a section of a selection.
5. Ask a question on the section and instruct each group to discuss and arrive at an answer. Everyone in each group should be involved in arriving at an answer.
6. Choose a number (e.g., "one"), pause briefly (60 seconds or use your judgment) so that all "one's" are sure of the answer, then choose a group (e.g., "Group A"). You may use various methods of selecting groups/numbers such as spinning a wheel, drawing numbers, etc.
7. The person who is number one in group A answers the question. You may then ask if other "ones" have additional information to add if you have time.
8. You may have as many questions on a section as needed.
9. Repeat procedure for all questions on a section, then assign new section to be read and repeat until all information has been covered.
10. For review, assigning sections for reading may not be necessary although you may wish to allow students to have textbooks, notes, etc. available for arriving at answers.

Tips:

Make sure that questions are prepared in advance and are relevant so that learners will become engaged in the process.