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**Description:**

The instructor poses a question, preferable one demanding analysis, evaluation, or synthesis, and gives students about a minute to think through an appropriate response. This "think-time" can be spent writing, also. Students then turn to a partner and share their responses. During the third step, student responses can be shared within a four-person learning team, within a larger group, or with an entire class during a follow-up discussion.

**Uses:**

This strategy enhances critical thinking, reflection, and group learning. The caliber of discussion is enhanced by this technique, and all students have an opportunity to learn by reflection and by verbalization.

**Materials:**

Paper and writing instruments. Flipcharts and markers

**Instructions:**

1. Class may be given a reading assignment with a topic for reflection on the assignment or just a topic (sentence, experience, idea, etc.).
2. Each person thinks about the topic.
3. Each person writes down thoughts on the topic.
4. Each person pairs with another person and discusses/shares their thoughts.
5. Each pair joins with another pair to discuss/share.
6. Each foursome reports one major insight/fact/whatever to the entire group.
7. Responses from each foursome may be written on chart paper, overhead, or semantic web as given.

**Tips:**

The quality of the question posed will have a significant impact on the quality of the process.