3 • 2 • 1 (Paterson & Rolheiser, 2009) is a graphic organizer that learners use to record ideas, observations and/or reflections related to a specific learning experience.

1. Instructor provides each learner with the **3 • 2 • 1** graphic organizer, including prompts

    e.g., *3 Observations, 2 Questions, 1 Idea that is meaningful to me*

    e.g., *3 Issues that were evident, 2 Reflections, 1 Idea I would like to explore further, etc.*

2. Learners reflect on a learning experience and record their ideas on the **3 • 2 • 1** graphic organizer (e.g., after viewing a video, listening to a panel presentation or guest speaker, engaging in a service-learning activity, reflecting on a personal experience, etc.)

3. Learners then share their ideas with others (e.g., Think-Pair-Share, or Large Group Debriefing)

4. The instructor listens for patterns in the students' responses and uses these to debrief or link to the next part of the instruction.

"**Think • Pair • Share** (Kagan, 1990) is a cooperative structure in which partners privately think about a question (or issue, situation, idea, etc.), then discuss their responses with one another. As a relatively simple structure that can be implemented quickly, Think-Pair-Share can be incorporated into almost any form of instruction. It is particularly useful for actively involving all students during lectures." (B. Bennett & C. Rolheiser, *Cooperative Learning: Where Heart Meets Mind,* 1991, p. 201)

1. Teacher poses a question, statement, issue or prompt to the class.
2. Teacher provides an amount of time for individual thinking (students can mentally rehearse or jot down ideas).
3. Teacher asks students to pair up and share responses. Students may clarify and elaborate.
4. Teacher can randomly choose a number of pairs to share their responses with the class.

three • step interview

Three • Step • Interview (Kagan, 1990) is a cooperative structure in which partners interview one another on a particular topic. This structure can be used in any content area or lesson to:

- *Introduce a topic or lesson* – "What are the questions you want to explore related to this topic?"; "What do you already know about this topic?"
- *Share opinions/experiences* – "What prior experience or knowledge do you have about this topic?"
- *Summarize a lesson or topic* – "What were 3 key ideas? What question do you still have?"
- *Review* – "What part of the homework assignment still puzzles you?"
- *Explore concepts* – "What is your hypothesis or prediction?"

1. Teacher has students form trios.
2. Identify the interview question(s) and provide an organizer for student notes.
3. Assign roles for the first round – interviewer, responder & recorder.
4. Roles rotate after each interview.
5. Repeat the cycle until every student in the trio has been in each role (3 cycles). Allow about 2-3 minutes per interview.

(Adapted from B. Bennett & C. Rolheiser, *Cooperative Learning: Where Heart Meets Mind*, 1991, p. 206-207).

say something

Say • Something (Harste, Gnagey, Short & Burke, 1995) "is a paired reading strategy designed to increase individual and shared understanding of concepts and foster conversation to deepen understanding." (J. Patterson & C. Rolheiser, *13 Parameters: A Literacy Leadership Toolkit,* 2009, p.43)

1. Instructor selects an article and determines sections for students to read.
2. Students work in pairs.
3. Partners read silently to the first designated stopping point.
4. When both partners are ready (having read the section), they each have a turn to **Say Something** about what they have read.

In "Say Somethng" they may:
- summarize the section
- identify a key point
- make a connection to their own work
- share their thinking about a new idea
- raise a question about a concept or strategy presented

5. Partners then read to the next stopping point, **Say Something**, …and so on, through the article.
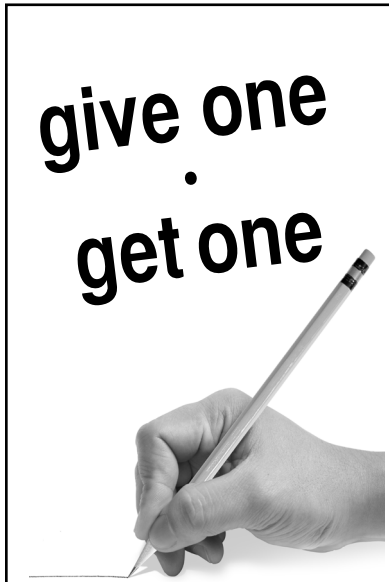
give one
·
get one

Give One • Get One (Quinn, Adam, Gregory, 2006) This cooperative stucture encourages focussed discussion amongst students in a class. This structure can be used to:

- pre-assess current knowledge about a topic at the beginning of a lesson or topic
- review or apply understanding at the end of a lesson or topic
- strengthen classroom community
- check for understanding

1. The teacher poses a question.
2. In response to the question students record one or two ideas on the recording sheet.
3. Students move about the room, interacting one-on-one, each time giving one of their ideas and recording one in return.
4. Students attempt to gather a total of 10 or more ideas within the allotted time.
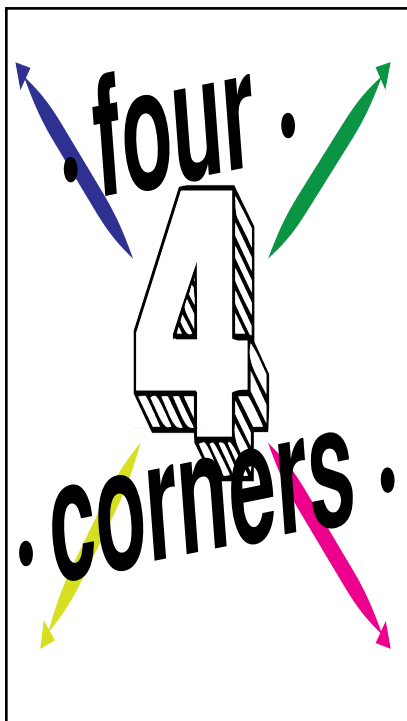
·four·
4
·corners·

Four • Corners (Kagan, 1990) This cooperative technique provides an opportunity for learners to deepen their understanding by exploring issues and expressing opinions. The technique can energize a lesson by providing movement and interaction with peers.

1. Post the dimensions related to the topic in each of the four corners of the room (e.g., strongly agree, agree, disagree, strongly disagree)
2. Each student selects a particular dimension in response to a question posed by the teacher, and moves to the appropriate corner.
3. Once in their selected corner students pair up to discuss the reason(s) for their choice.
4. Students listen actively to their partner's response and prepare to share what they heard their partner say.
5. The teacher randomly chooses partners to share responses from each corner.

NOTE: For large classes, students can individually select a response but not physically move to the corner. Partner discussion is followed by the instructor polling the room regarding the four choices and reasons for the choices.

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jigsaw reading

Jigsaw • Reading (Aronson, 1980) A jigsaw provides a way for students to learn new content and also provides an opportunity for them to teach each other what they have learned and discuss implications of the reading.

1. Instructor selects articles, excerpts from books or other text appropriate to course content.
2. Provide one reading per person, or longer articles can be divided into appropriate sections.
3. Divide the students into small Cooperative Jigsaw groups (e.g., 3-4 persons in each group).
4. Have each member of the Cooperative Jigsaw group silently read the text assigned. Each person will have a different reading. Provide a time limit.
5. Create new small "Expert" groups (2-3 students) with the individuals who have read the same material. Allow time for learners to discuss what they have read and how they might teach this when they return to their Cooperative groups. Provide a time limit.
6. Recreate the original Cooperative Jigsaw groups. Have each person teach the rest of the group the material from the text read. Provide a time limit.
7. Conclude with a key question(s) for the groups or discuss applications or implications of the ideas.

NOTE: For large classes student groupings and reading assignments can be coordinated via online tools.