

Purpose	Possible Protocols Note: Protocols can often be used or modified to suit multiple purposes
Brainstorm or generate new ideas	<p>Carousel Brainstorm Also known as Rotating Review. Students are divided into different groups and walk around the room to respond to open-ended prompts or questions on poster paper.</p> <p>Open Space Open Space is a way of organizing meetings where students self-organize their conversation based on topics they choose to discuss.</p> <p>Whip-Around Students write down an individual answer to a prompt or question, then each student briefly shares his/her thoughts with the class.</p>
Focus on or gain consensus on a few ideas	<p>Focusing Four Students generate, record, and advocate for various ideas before prioritizing and voting. Unlike the Nominal Group Technique (below), the Focusing Four contains a round where students can only advocate for (not against) ideas.</p> <p>Nominal Group Technique Students generate, record, and discuss various ideas before prioritizing and voting.</p>
Distribute participation or encourage turn-taking	<p>Concentric Circles Also called Inside/Outside Circles. One group of students forms an “inside” circle, facing the second group of students in an “outside” circle. Students pair off to discuss a prompt or question, then the outside circle rotates so that students have a new pair for the next round.</p> <p>Fishbowl A smaller group of students discusses a topic while the rest of the class observes the process or takes turns entering the “fishbowl” to participate.</p> <p>Think-Pair-Share Students have time to individually reflect on their response before sharing it with one other student. Pairs report on their conversations to the larger group.</p>
Highlight different perspectives on one issue	<p>Four Corners Students must stand in a corner of the room to indicate their position about a statement (strongly agree, agree, disagree, strongly agree), then they engage in a discussion about their opinions.</p> <p>Jigsaw Students are assigned to review different material or readings in advance. They first meet in an “expert” group to become familiar with their specific</p>

	<p>resource and then meet in a “teaching” group to share their resource with the other students.</p>
<p>Encourage alternative means of participation (e.g., writing, drawing)</p>	<p>Chalk Talk Also known as Big Paper. Students silently write their responses to text excerpts posted around the room, including posing questions or responding to other students.</p> <p>World Café Students discuss topics in small groups at tables, writing or drawing their ideas on a paper “tablecloth,” and move to a new table for each round.</p>
<p>Discuss a text or reading</p>	<p>Four A’s Students discuss assumptions, what they agree with, what they argue with, and what they aspire to, based on a specific text.</p> <p>Final Word Also known as Save the Last Word. One student selects a quotation from the text and reads it aloud. Other students take turns responding to the text, and the original student closes the discussion with a reflection.</p> <p>Socratic Seminar Students discuss what the author was trying to convey by using evidence from a specific text. Students build on one another’s ideas without intervention from the instructor.</p>
<p>Discuss data or other artifacts (e.g., student work)</p>	<p>Data-Driven Dialogue Students examine data or other artifacts using four phases: predict, make a visual, observe, and infer.</p> <p>Looking at Student Work Students examine the results of an assessment or project to reflect on learning and generate next steps or implications</p>
<p>Provide feedback or problem-solve a dilemma</p>	<p>Consultancy Protocol One or more students presents a dilemma or question to be discussed, and the other students talk to each other about the dilemma presented.</p> <p>Tuning Protocol One or more students shares an artifact of work to be discussed, and the other students provide warm and cool feedback.</p>

Protocol Repositories

- [National School Reform Faculty](#)
- [School Reform Initiative](#)
- [Facing History](#)
- [Data Wise](#)
- Gonzalez, J. (2015). [The big list of class discussion strategies.](#)
- [EL Education protocols](#) via Engage NY