



Instructions for this form:

For your course portfolio, print this form and write comments about your experience using this strategy. Include answers to the questions at the bottom of this page.

## ***Post-Class Summary Form***

**Learning Pairs Active Learning Strategy**

See Silberman, p 18.

**Name of class:**

**Date of use:**

**Time Allotted:**

**Description:** Students work in pairs to discuss new concepts, make applications, or review. Learning pairs work well at the beginning, middle, or end of a class session. The pairs activity may require handouts, multi-media, or pages in a text, depending on the goal of the assignment.

### **Instructions**

1. Either assign permanent learning pairs in your class and instruct the pairs to sit together throughout the semester, or instruct the students to pair with someone sitting next to them each time you use learning pairs. Observe whether each student has a partner and intervene as you see unpaired individuals (due to uneven class size or absences).
2. Clearly state the question, idea, or assignment you want students to discuss. If the assignment is complicated or involves pre-reading during class, make the material and instructions available to every student via overhead projection, handout, or text pages.
3. Tell students the length of time you are giving them for their discussion in pairs.
4. Monitor the time closely and shorten or extend time as needed.
5. Solicit a specific number of responses from the audience.
6. Clarify or expound, if necessary, on responses that pairs present to the class.

**Notes about using this strategy** (Include student comments about this strategy.)

How effective was this strategy for this class? ...this unit? ...this learning objective?

What worked well that I want to remember for future implementation?

What do I need to do differently next time?