

Gallery Walk

The Gallery Walk is a collaborative discussion strategy that allows students to work together in small groups of four to six to:

- share ideas and be exposed to the ideas of others;
- speak, listen, negotiate, and build consensus;
- view the work of others and explain their own work;
- collaborate, analyze, evaluate, and synthesize information;
- practice public speaking

related to an important concept or topic of study.

The teacher posts the prompts on chart paper located at various stations around the room. The groups are given a specified span of time to read, discuss, and respond to the prompt collaboratively before the teacher signals for them to rotate to the next prompt. Groups continue to rotate around the room until they have responded to all the prompts and the teacher calls time. After all the groups have completed the rotation, each group is given one of the charts to synthesize the information recorded by their peers and create an oral presentation to share the results with the whole class.

How to implement the strategy:

1. Define the purpose for engaging students in the activity (i.e., determine prior knowledge, extend previously learned concepts, or summarize current learning).
2. Generate meaningful, higher order thinking prompts or questions or choose scenarios or short texts that relate to the concepts being taught to post around the room. (i.e., “What inferences can you make from...?” or “Make a recommendation for...” or “Evaluate and critique the solutions.” or “Respond to this collection of quotes.”).

Note: Student groups should be between three to five students so for a class of twenty there would need to be four to seven prompts for the students to respond to so each group gets a prompt to synthesize at the end. For larger groups, the large group could be divided in half and repeat the set of prompts, posting them in different sections of the room.

3. Record the Gallery Walk prompts on individual sheets of chart paper or type them on copy paper to print and adhere to the chart paper.
4. Post the questions on the wall around the room making sure there is sufficient space between the sheets so students have ample room to move about and collaborate without others overhearing their conversations. (If wall space is not available, place the prompts on desks or tables throughout the room.)
5. Give students instructions on how to carry out the strategy.
6. Assign students into groups of three to five people.

7. Provide each group with a different colored marker, pen, or crayon.
8. Direct teams to different "stations" around the room and instruct them to read and respond to the prompt by writing the collaborative response on the chart paper using the colored marker they were given.
9. Remind students that other groups have to respond to the prompt, so use the space on the charts wisely. Depending on the prompt, more chart paper may be needed to ensure each group has a chance to respond fully to the prompt.
10. Give the groups three to five minutes to respond to the prompt and at the end of the time, say, "Rotate" and have the groups rotate clockwise to the next station.
11. Have students read and respond to the prompt at the second station during the specified span of time.
12. Monitor the students as they rotate and respond to the prompts at each station and rephrase questions or provide hints as needed if students don't understand or misinterpret the prompts or provide additional instructions for those that are unsure how to conduct a Gallery Walk.
13. Engage students in discussion by asking questions to deepen their thinking as needed.
14. Continue rotating the groups until all groups visited all the stations and returned to the station at which they started.
15. Have students take the chart from their start place and give them ten to fifteen minutes to synthesize what has been written about the prompt by all the groups.
16. Have the groups summarize the information and develop a five minute oral presentation to share with the class.
17. Have the groups determine who will make the oral presentation to the class when asked.
18. Instruct the students to listen as the oral presentations are given for correctly expressed concepts and misconceptions and errors that need to be corrected.
19. Continue until all the groups have completed the oral presentations.

Examples of questions to gauge student understanding and engage them in discussion:

- *What interesting things did you notice as you read the charts?*
- *What written items were listed on more than one chart?*
- *What was something that you expected to see and didn't see?*
- *What was something that you saw that surprised you?*
- *How might you rephrase or summarize what has been discussed so far?*
- *What similarities or differences exist between the responses your group is giving and the responses at the last station?*
- *What were some apparent patterns?*
- *What are some questions you still have?*

Variations:

- Pose questions for student groups to answer. Answers will be written on chart paper and posted around the room. Student teams travel around the room reading other

teams' answers looking for commonalities, patterns, misconceptions. Provide a structure for small group/whole group dialogue.

- Mathematics: Each station includes data plotted on a coordinate plane. Students determine if the graph fits the data and justify their responses. They also respond to questions such as:
 - How do you choose labels for the axes?
 - Why did or didn't you think the graph would be linear?
 - What is the meaning of the y-intercept?
- Science: Each station has a different solution to a problem scenario. Student groups evaluate each solution according to scientific methodology and justify their responses with logical reasoning and relevant evidence.

Adapted from:

- *Starting Point. Science Education Resource Center at Carlton College. Compiled by Mark Francek, Central Michigan University.*
<http://serc.carleton.edu/introgeo/gallerywalk/step.html>
- *Bowman, Sharon. The Gallery Walk: An Opening, Closing, and Review Activity.*
<http://www.bowperson.com/BOWPERSON/GalleryWalk.pdf>

Additional Resources:

- Center for Teaching and Learning.
<http://www.utexas.edu/academic/ctl/>.
- Illuminations: Resources for Teaching Math.
<http://illuminations.nctm.org/>