FOCUS ON THE FUTURE

Session Strategy Booklet

If you need this document in a different format, please contact Emily Cook (emily.cook@ung.edu).
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Welcome!

First and foremost, thank you for attending and participating in the first Southeastern Supplemental Instruction (SI) Conference, hosted by the University of North Georgia (UNG). The UNG SI team is so grateful to our regional, national, and international partners for making this opportunity available to so many students, faculty, and administration! Supplemental Instruction is a community that values collaboration and innovation at its core, and we feel very fortunate to be included in this dynamic program.

**How to read the Strategy Booklet**

Each section is based on a specific Collaborative Learning Technique (CLT), as defined by the International Center for Supplemental Instruction (ICSI). Please note: we have used the label “SI Leader” to refer to the individual facilitating the learning session, as used by UMKC. We’ve detailed the sections below:

**CLT**

The definition of the CLT, provided by ISCI training materials, is directly under the CLT heading.

**UNG SI Team Tips**

- These are practical tips for using the CLTs – compiled by SI Leaders on the UNG SI Team.

**Sample Activities**

The UNG SI Team has compiled three of our favorite activities to pair with each CLT (the activities are in order of suggested opening, main content, and closing parts of a session). There are many variations to each of these activities, so we suggest you use your best judgement when referencing this list, and, above all, be intentional! Only you know what will work best in your sessions or for your students.

**Online Modifications:** As we are seeing increasingly more sessions offered in an online format, we have included ways to adapt each CLT and activity to an online format. UNG uses Blackboard Collaborate to conduct online sessions, but this platform shares many of the same capabilities as Zoom and other online platforms.

This booklet is not meant to be a complete list of CLTs and activities; instead, we hope you will use this document as a springboard for your own strategies.

**Happy collaboration!**

*The UNG SI Team would like to thank all of our partners and team members who contributed to this booklet:*

- Alyssa Alba
- Sydney Allan
- Tori Archbold
- Noah Bryant
- Cheyenne Chester
- Emily Cook
- Sarah Dean
- Abby Hill

*University of Kansas City-Missouri and the International Center for Supplemental Instruction*
Assigned Discussion Leader

One person in the group is asked to present on a topic or review material for the group and then lead the discussion for the group. This person should not always be the regular group leader. **Hint:** When assigning a discussion topic to individual members of the group, you may need to be prepared to allow a little time for the person leading the discussion to prepare for the discussion. This technique works best when everyone or nearly everyone in the group is given an assignment to be the “expert” on.

**UNG SI Team Tips**

- One member of the group takes guides conversation utilizing the white board, their notes, and other tools/resources as needed – the leader should *not* always be the SI Leader.
- Students can take turns being the "leader", with each of them going over different parts of the content – this can be each of them working out a problem, explaining a step/phase of a process, focusing on vocabulary words from the same unit, etc.
- It’s better when conversations continue and points to build upon each other as the leader switches, rather than drastically changing the material being discussed each round.
- Assigned Discussion Leader (ADL) is a great strategy for strengthening students’ confidence in speaking in front of the group or with the material in general.
- This is a discussion, not a presentation – even though one student is leading the activity, the whole group should be conversing, participating, and/or asking questions!

**Sample Activities**

**CLT: Assigned Discussion Leader**

**Activity:** Correct the Error

**Description:** The SI Leader presents a problem(s) with an intentional error - the students will find and correct the error. The SI Leader could structure collaboration (ADL) in these possible ways:

- Students take turns coming up to the board to identify and correct the error for each problem
- The group identifies the error and then nominates one student to go to the board and fix the error and complete the problem correctly

Each student should have an opportunity to identify and explain an error – this will allow the SI Leader to check for all students’ understanding. While students are not at the board, they should be working the problem at their desk or actively following along with the student correcting the error. The SI Leader should encourage discussion and refer the student at the board to their peers when they need some guidance. To take this a step further, the SI Leader can sit with the students (physically leaving the front-of-room position that is traditionally for the “teacher” or “expert”) to demonstrate that the students are taking turns to lead. To save time (and if technology allows), the SI Leader can put all problems on separate PowerPoint slides to project on a whiteboard so the students can move easily between problems. **Note:** This can be adapted for non-problem solving content by projecting incorrect statements that need to be corrected, or processes that are out of order and need to be reorganized. This activity is particularly beneficial before a test – if students can get in the habit of identifying errors and mistakes they are more likely to be able to fix their own when checking their work during an exam.

*Tip:* use the most common/easiest missed mistakes.
Online Modifications: The SI Leader can share an uploaded image of the problems or statements that they have already worked out incorrectly and have the students use a drawing feature to make the corrections. Students that are not writing on the shared screen can follow along on their own paper and utilize the chat to communicate with the student currently doing the corrections. The SI Leader should encourage students to be just as active in this activity as they would in person by expressing the purpose of this activity as a good study strategy.

CLT: Assigned Discussion Leader
Activity: “Trasketball”
Description: Set up an empty trashcan in the room and provide a small ball (or make one out of scrap paper). The SI Leader will have questions made in advance to read off to the group as each individual steps up to shoot. First, one of the questions will be asked. The student answering will explain their answer and thought process to the group, who will confirm if it is correct. The SI Leader should redirect to the watching students and resources to guide the discussion as needed. If the answer is correct, the student that answered gets to shoot for a point. Remember the focus of this activity is not the “trasketball” aspect, but instead the questions reviewed and the discussion held before the student takes a shot. Students will take turns until all questions have been answered or time runs out.

Online Modifications: Students will still take turns answering the SI Leader’s questions, which can be presented on a whiteboard, uploaded on a document, or even asked verbally. If the selected student answers correctly and everyone agrees, they will then crumple up a piece of paper or find anything that will not break when thrown (clean bundled socks also work well) and attempt to throw it in a container, such as a trashcan, laundry basket, open bag, etc. If they make the shot, they will receive points and then it is the next person’s turn. There are also a number of online basketball games; however, the SI Leader should review these games prior to bringing them to session.

CLT: Assigned Discussion Leader
Activity: Pictionary
Description: One student (the picturist) will come to the board and the SI Leader will either give the picturist a topic/term or instruct them to come up with their own word based on a prompt. They will transform this word into a picture. The students that are not currently drawing will try to guess what is being drawn by raising their hand to guess as the picturist calls on them in order or speaking out in an orderly fashion (whatever the SI Leader and/or the picturist prefers). The SI Leader can project or provide a word bank for the students, especially if it is new material. This activity works well with diagrams, graphs, events, or other terminology that do not necessarily require artistic skills. Once the students guess the correct word, hold a discussion over how they came to the answer, what other things could have been included to demonstrate this word, etc. If after a couple minutes the students have not guessed the correct term, the SI Leader and/or picturist can redirect students to their notes or provide hints (the SI Leader should encourage hints that encourage critical thinking, as opposed to simple “rhymes with” or “chapter 3” phrases).

Online Modifications: The SI Leader can send the picturist the topic/term in a private chat so as not to reveal the word. The picturist can utilize the Whiteboard feature and draw out the word everyone is trying to guess. When guessing, the students can either utilize the public chat, raise
their hand feature, or speak their guesses verbally. The picturist will still lead the discussion with the help of the SI Leader as needed.
Think-Pair-Share

This process requires three stages. The students should be given a question, concept, or problem and then encouraged to think about it alone for a (short) designated time period. Then they pair with another student and discuss what they found individually for an additional time period. Lastly, the pairs join the large group and discuss their conclusions as a whole.

UNG SI Team Tips

- Think-Pair-Share (TPS) is great for building concepts because it allows flexibility in each stage of the strategy. It also works with a variety of activities!
- In order for a TPS to work how it’s intended, remember to give students clear instructions throughout the activity to keep everyone on track.
  - Example: “We’re going to start this next activity on our own – you’ll have 5 minutes to go through your notes and write down the different events that led to the event listed on the assigned topic, including the details of the events. Then, at 10:15, you’ll turn to your partner, compare your events, and then put them into a timeline. You have 10 minutes with your partner to develop your timeline – don’t forget the details! I’ll bring everyone back together at 10:25 and we’ll discuss it as a large group and put our timelines together. Ready? Think!”
- Be intentional when pairing students – it can be helpful to pair students who are at varying levels of content knowledge.
- Depending on the content and difficulty level, content material can either continue from individual to partner work, or students can work on a separate task individually and then develop it further during the paired segment.

Sample Activities

CLT: Think-Pair-Share

Activity: Informal Quiz

Description: The SI Leader will divide students into pairs and give each pair a few questions. Questions can either be projected for the whole group or handed out to each student/pair. Students will first review the questions on their own and attempt as many as they can. After a brief period, partners should discuss their answers, including their individual confidence level with the topic and any areas of confusion they may have. If one partner is not confident on a question, the other partner is encouraged to explain that topic to their partner. If the partners have similar areas of confusion, they will spend time searching in the textbook or their notes for the answers. Partners should not move on to the next question until they both agree and have a decent level of understanding in the material. The SI Leader will move between groups throughout the activity to listen to discussions and make sure each group is on the right track. After it seems most partners have finished discussing, or when it is time to move on, the SI Leader will bring students back to the larger group. Students can now discuss anything they learned, potentially struggled with, and anything else they got out of the conversation. Most importantly, the SI Leader should make sure everyone leaves with the correct answers. If there is an odd number of students, the SI Leader can either be one student’s partner or allow a group of three.

Online Modifications: The SI Leader will put the students into breakout rooms for the paired portion of this activity and send the questions or topics through chat for each student’s reference. In their breakout rooms, students can use the drawing feature to collaborate on their work, if the problem and technology allows – this is especially helpful for problem-solving based topics.
Students can also discuss topics verbally or utilize the chat function. Additionally, the SI Leader can hop in and out of different breakout rooms to check on the students and guide them as needed. Once they all come back to the main room for the share component, the students can utilize the whiteboard, type in the chat, and/or verbally speak their thoughts.

**CLT: Think-Pair-Share**

**Activity: Instagram Post**

**Description:** Students will create an Instagram post based on a term, concept, person, etc. The SI Leader can either assign the content to individual students or groups of students or allow the students to select their own based on a provided list of potential terms. Instagram post templates are available online, which the SI Leader can print out and distribute to the students; however, the SI Leader can also project a template/example and the students can draw their own (to save resources). The post should include a picture of their assigned topic, along with a username, caption, hashtags, likes, and comments that correlate to their topic. Students will spend time brainstorming and creating their post on their own. Once everyone has completed their post, the students will share their topic with a partner to get feedback and have a discussion over it. The SI Leader can either assign partners the same topic to compare posts or different topics to present their post to each other. After both students in each pair have been given a chance to look at their partner’s post, the whole group will come back to share. Each pair should share something they learned from their conversation. If there is an odd number of students, the SI Leader can either be one student’s partner or allow a group of three. **Note:** While this activity seems most appropriate for historical or literature characters, it should not be restricted to these disciplines/subjects.

**Online Modifications:** The SI Leader will project an Instagram template for the whole group. Students can draw a post on their own paper or simply write down what they would include in their post. After students have completed their post, the SI Leader will put them into breakout rooms with a partner for them to share what would be included in their post. After this, the group will reconvene and discuss as normal.

**CLT: Think-Pair-Share**

**Activity: 3:2:1 Review**

**Description:** The SI Leader will first prompt students to think of three (3) topics that they feel confident enough in to "teach" to other students, two (2) topics they do not understand and need more assistance in, and then one (1) possible test question they know the answer to. This is their 3:2:1 activity. Students should write these down on a piece of paper to refer to throughout the activity. After the students have had a chance to brainstorm, the SI Leader will put students into pairs where they will share their 3:2:1. If one student is confident in a topic that the other student did not fully understand, they will teach each other the topic. This should done for all topics applicable, so long as time permits. After discussing each of their 3 and 2 topics, the students should attempt each other’s 1 topic (possible test question). Students will correct each other’s answers if necessary. The SI Leader will move between groups to listen to each partnership’s discussions to make sure they are on the right track and guide them to resources to find answers as needed. Once students have attempted each other’s questions, the partners will come back and share with the whole group anything they learned or
something that stood out. The group can address any topics that not covered in their discussion with their partner, as well as share any tricky questions. If there is an odd number of students, the SI Leader can either be one student’s partner or allow a group of three.

**Online Modifications:** The SI Leader will put students into breakout rooms for the pair portion of the activity. If needed (and technology allows), students can also utilize the drawing feature to write out any explanations that are difficult to communicate verbally. Additionally, the SI Leader can move between different breakout rooms to check on the students and guide them as needed.
Turn to a Partner

Group members work with a partner on an assignment or discussion topic. **Hint:** This technique works best with group participants who have already been provided with enough background on a subject that they can immediately move to a discussion with their partner without previewing or reviewing concepts.

**UNG SI Team Tips**

- Not to be confused with or replaced by Think-Pair-Share or Learning Cells, students will work together on the same material and discuss their thought processes for each topic/question with their partner throughout the activity.
- Be careful not to make the content too broad or time-consuming. Students should be able to collaborate for the entirety of the activity and should also be able to have a good discussion about the content material.
- Bringing the whole group back together at the end the activity for a brief conversation/overview is encouraged before moving on – it’s always helpful to get different perspectives and make sure everyone has a clear understanding of the material.
- This CLT can work well with pairs that have different strengths in material so that they can teach/explain things to each other as needed.

**Sample Activities**

**CLT: Turn to a Partner**

**Activity:** Rock-Paper-Scissors

**Description:** The SI Leader will pair students (or allow students to choose their own partner) and then give each pair a list of discussion questions prior to beginning the activity. Pairs will then play a round of rock-paper-scissors. Whoever wins will then ask the other student the first question on the list. When asking and answering questions, students should have a conversation to make sure they both have a clear understanding of the concept. The SI Leader will move between groups to listen to each partnership’s discussions and make sure they are on the right track. Students’ lecture notes and the textbook can be utilized to confirm right answers, so it would be helpful for the SI Leader to have some lecture dates or page numbers written down to redirect students to throughout the activity. The students will continue playing rock-paper-scissors until they get through the full list of the discussion questions. If there is an odd number of students, the SI Leader can either be one student’s partner or allow a group of three.

**Online Modifications:** The SI Leader will put students into breakout rooms and send questions through the chat or use a presentation feature. Students should turn their cameras on to play rock-paper-scissors. Additionally, the SI Leader should hop in and out of different breakout rooms to check on the students and refer them to resources as needed.

**CLT: Turn to a Partner**

**Activity:** Scribes and Storytellers

**Description:** The SI Leader will pair students (or allow students to choose their own partner) and then give each pair a list of topics, practice questions, or items to put in order or build on. Content can either be projected for the whole group or handed out to each student/pair. When answering/working, one student will be the “scribe” who is in charge of writing exactly what the “storyteller” tells them. The scribe will write out what the storyteller says without interjecting to allow the storyteller to test their knowledge. After the storyteller is either stuck or believes they...
are done, they can invite the scribe to give their input. For each question/topic, both students in the partnership should come to an agreement on an answer and have a decent level of confidence on the topic. If at any point students are still confused or have different answers and cannot come to an agreement by redirecting to their notes and/or textbook, they can then save this topic/question to be addressed with the rest of the group or ask the SI Leader for assistance. The SI Leader will move between groups to listen to each partnership’s discussions and make sure they are on the right track. Students’ lecture notes and the textbook can be utilized to confirm right answers, so it would be helpful for the SI Leader to have some lecture dates or page numbers written down to redirect students to throughout the activity. After a question/topic is covered, the scribe and storyteller will switch roles to move onto the next one. If there is an odd number of students, the SI Leader can either be one student’s partner or allow a group of three. 

**Online Modifications:** The SI Leader will put students into breakout rooms and send questions though the chat or use a presentation feature. Based on technology capabilities, the scribe will use the whiteboard feature to record the storyteller’s “story”. Additionally, the SI Leader can move between different breakout rooms to check on the students.

**CLT:** Turn to a Partner
**Activity:** Guess Who?
**Description:** Students will pick from a list of items/terms/concepts/individuals provided by the SI Leader. Content can either be projected for the whole group or handed out to each student/pair in the form of “cards”. Similar to the board game *Guess Who?*, students will be partnered and will ask each other questions about what “card” their partner has chosen. Students will eliminate options from the master “card” list based on questions they ask their partner. All questions asked will be yes or no answer only, and the SI Leader should encourage critical thinking among students (it’s not productive for a student to ask “does it start with the letter P”). Students can do this until both partner’s selected terms have been identified or time is up. Once a partnership identifies each other’s terms, they will have a discussion about other questions they could have asked to get to this solution.

**Online Modifications:** The SI Leader will either upload the potential terms as a presentation or write the list in the chat. After terms are selected and researched, the SI Leader will put each pair into a breakout room. Students will need to either take a picture or copy down the potential terms to refer to, or have the SI Leader copy/paste them into the chat. In breakout groups, the students will be able to discuss using their mics and/or the chat feature. They will eliminate the terms based on their questions until they’re able to guess the correct item/term/concept/individual. The SI Leader can move between breakout groups to check on partners and assist them as needed.
Clusters

In clusters, group participants are divided into smaller groups for discussion. They may also be allowed to self-select the small group they want to be in. After discussing the assigned topic the cluster may report their findings to the large group.

**Hint:** If possible, see that each group is provided a space on the board to record important points of their discussion. Allow time for each group to report back to the large group. You may have to assign someone from each group to report back.

**UNG SI Team Tips**

- We like to use this CLT to break down large group work into more inclusive small group work, especially when there are students who are a bit shy or hesitant to participate in the larger group. This CLT helps engage students and it’s often easier to detect students who may be lost in the material.
- Each cluster should have the same content, whether that be a set of questions/problems, worksheet, graphic, etc.
- It’s helpful to determine the number of students you want in each cluster during planning and then count them off during session. Ex: Instead of trying to figure out how many people would make the clusters even during session, plan instead to have four people in each group and then distribute the leftover students between groups.
- Make sure to circulate between groups to check on their progress! Also, it’s always good to pull back the clusters as a whole group at the end of the activity to make sure everyone is on the same page.

**Sample Activities**

**CLT:** Clusters  
**Activity:** Matching/Memory Game  
**Description:** The SI Leader will split students into groups and provide each group with a set of cards prepared in advance. The cards can be printed off and cut out, or written on the backs of index cards. Groups can be limited to a certain number of people per group, or split up by how many sets of matching cards the SI Leader has prepared. Once in their clusters, each group will take the set of cards provided and spread them out face down randomly. Each card will have a complementary pair, which can be an image and a term, a term and a definition, a practice problem and an answer, etc. Each person in the cluster will take a turn trying to find a match. If the two cards selected are not a match, they will place those back where they were found and let the next group member try. If a set of cards picked up match, the student will hold onto those and explain to their group why these two cards go together before moving to the next student’s turn. This will continue until all groups find the matches, or until it is time to move on. The SI Leader is encouraged to move between the groups to check on the students’ progress and identify areas where the students may need extra support.  
**Online Modifications:** The SI Leader will separate students into breakout rooms, which will be their clusters. Rather than the terms being face down in front of students, the SI Leader should share a link to an online formatted matching game, prepared by the SI Leader in advance. One of the students in each cluster can share their screen and be the designated clicker for their group (if technology allows). Students should take turns picking pairs and explaining matches, and the SI Leader will move between each of the groups.
There are many free resources for this, including [https://www.educaplay.com/types-of-activities/matching-games.html](https://www.educaplay.com/types-of-activities/matching-games.html) and [https://www.flippity.net](https://www.flippity.net).

**CLT: Clusters**

**Activity:** Dice

**Description:** The SI Leader will provide a list of problems/questions that correspond with a number on the die or dice. The students will roll the die and answer the problem/question based on the number they roll. This brings in an element of randomization for the order in which the clusters answer the questions. Questions can either be projected for the whole group or handed out to each student/group. Students will be in clusters throughout the activity. Each group will be working simultaneously as the SI Leader moves between them to check on how students are progressing. Students will take turns rolling the dice each round, and work within their groups to discuss and answer the questions. If using multiple dice, you can choose to make each die have a certain part of a problem that is combined into a problem when the roll is done (this can create a mathematical expression, chemistry equations, or sentence diagrams that are different each roll if implemented correctly). The most important aspect here is the teamwork and collaboration within the groups to get to an answer, so be sure to provide clear instruction/directions so that the dice element does not become the focus or a distraction.

**Online Modifications:** Google has an easy-to-use dice roller that students can access (search ‘roll dice’). Students can either each use this (or their own dice if easily accessible) to roll on their turn, or nominate one group member to be the designated roller. To share the questions with the students, the SI Leader can send a Google Doc link that has the questions and corresponding dice number typed out. The SI Leader will separate students into breakout rooms and they can work written problems/solutions out using the drawing feature, if possible. The SI Leader should move between rooms to check on each group’s progress.

**Tip:** create multiple questions/problems for each corresponding number, as it is likely that students will roll some numbers multiple times.

**CLT: Clusters**

**Activity:** Pass the Problem

**Description:** The SI Leader will designate groups based on the number of student participants and then assign each group member a different problem. The SI Leader will then instruct the students to complete only the first step. After their step is complete, the students will pass their problem to the right and then everyone will complete the next step of the problem that is in front of them. Continue the process until all steps are complete. Encourage students to look through the problems’ steps in depth up to the point they received it. **Note:** While this activity can be easily applied to content such as math or chemistry, it can also be utilized with cycles, steps, or other contents outside of standard problem-solving.

**Online Modifications:** The SI Leader will separate students into breakout rooms, which will be their clusters. In breakout rooms, students can complete their step of each problem on the virtual whiteboard, if technology allows. The board can be divided into segments for each problem, and students can each write in a designated color to differentiate their work from one another. The SI Leader should move between groups to guide students and check on their progress.

**Tip:** this activity works well with individual whiteboards and students positioned in a circle, but if you don’t have whiteboards, students can use blank pieces of paper.
**Group Survey**

Each member of the group is surveyed to discover their position on an issue, problem or topic. This process ensures that each member of the group is allowed to offer or state their point of view.

**Hint:** A survey works best when opinions or views are briefly stated. Be sure to keep track of the results of the survey.

**UNG SI Team Tips**

- This is a great CLT for building students’ confidence and comfort in session while also gauging their knowledge – especially before diving into deeper/more challenging material.
- Group Survey is helpful for getting everyone’s input before discussing, debating, or revealing answers.
- Use this CLT to focus on specific/difficult questions or problems when students might need more support – depending on their answers, students can help each other find new ways to tackle the material.
- If used to see students’ thoughts prior to revealing a correct answer, remember to briefly touch all chosen answers and get students’ input on why they made a specific choice. Understanding why they chose a wrong answer can help a student choose the correct answer in the future.

**Sample Activities**

**CLT:** Group Survey  
**Activity:** Kahoot!  
**Description:** [Kahoot!](https://kahoot.it) allows users to create short, online quizzes that students can then play on their phones. Creating a basic account is free and SI Leaders can save the games they make. To play the game, students will go to “kahoot.it” and enter the PIN associated with the game. Play begins after the students have created a name to use for the game. When utilizing Kahoot!, students work individually to answer questions but can ask follow-up questions and compare answers as a group after the answer is revealed. SI Leaders should remember the intention for the game is to actively review the answers chosen (both correct and incorrect) to fully check for the students’ understanding. If a student does not have a laptop or smart device, they can partner with someone in the group or use some scrap paper to log their answers. Additionally, the SI Leader can insert questions that correspond with no point value that lets students give feedback anonymously on questions such as confidence level for an upcoming quiz, which topics need further practice/clarification, etc. Note: Wi-Fi or cellular data is required for participants to play.  
**Online Modifications:** The SI Leader will share their screen for the Kahoot! game and the students play along.

**CLT:** Group Survey  
**Activity:** Bingo  
**Description:** During planning, the SI Leader will create a set of bingo cards containing keywords, terms, or ideas in the various spots, ensuring that the bingo cards differ from one another. In session, the SI Leader will read definitions, ideas, equations, etc. while the students match the answers to the spots on their boards. The board can have pictures, diagrams, vocabulary, problems, etc. The first person to fill in a specific pattern calls “Bingo” and wins the game. Once
the game is complete, the group should spend time reviewing the definitions/ideas/equations to make sure everyone correctly marked their bingo cards and have a solid understanding of the content. There are also many online resources for making bingo cards, including: [https://myfreebingocards.com/templates](https://myfreebingocards.com/templates)

**Online Modifications:** The SI Leader can share bingo cards digitally with students so they have the option to print it off if they prefer before the session, or students can look at the digital one and take notes to follow along. The SI Leader can also provide the students with the list of keywords, terms, or ideas and have the students create the bingo card on their own in session. Students should utilize the microphone function, if possible, to call “Bingo”.

**CLT: Group Survey**

**Activity:** True/False

**Description:** The SI Leader will prepare multiple signs with true and false written on them, using either a paper for each response or one paper with true and false written on the front/back. SI Leaders will ask true or false questions, and the students will choose which word to hold up. The SI Leader will be sure to guide a discussion following each question justifying answers, especially if there is a disagreement between the students. The SI Leader will also ask students to correct the false statements to provide a further check for understanding. Most importantly, the SI Leader will be sure that everyone leaves knowing the correct answers and that there is no confusion following discussions. **Other variations of this activity:** Divide the room into two sides (true and false) so the students move around the room, or do a thumbs up/thumbs down method to ask “Do you agree?” or “Is this true?” to the students.

**Online Modifications:** The SI Leader can use the polling function on their online platform or allow the students to indicate True/False using the reaction functions. If these options are not available or easily accessible on the platform the SI Leader is utilizing, the chat feature can also be used to send in True/False responses.
Group Discussion

A Group Discussion is, more or less, just like it sounds: a general discussion of an issue or topic by the group. Individual members are free to contribute or not contribute.

**Hint:** This is the most common form of collaborative learning. It is also the form that requires the most skill to use successfully. Ideally, everyone is actively involved in the discussion and the discussion topic is of equal interest to all group members. When Group Discussion is successful, it may be difficult to determine who is actually leading the discussion.

**UNG SI Team Tips**

- Planning is KEY for Group Discussion to be successful – always have an outline or list with the main points to guide the conversation.
  - Decide on an end goal to make sure the discussion moves in the correct direction and interject/redirect if the group veers too far off track.
  - Keep up with the points you know they need to make and the topics they need to discuss so that you move on until everything has been covered.
- For a true discussion, try to steer away from strict question/recall discussion and focus on the broader ideas of the content.
- Students should be responding collectively and leading the discussion, besides interjections from the SI Leader to refocus the group as appropriate. Be sure to utilize EACH of the SI elements in Group Discussion!
- This CLT is helpful to check for understanding and connect items in the "big picture". If students can have a productive conversation about the material, they likely have a good understanding of the content.

**Sample Activities**

**CLT: Group Discussion**

**Activity:** Post Exam Survey

**Description:** The Post Exam Survey is a self-assessment for students to measure how successfully they studied for an exam. Use this activity after an exam to encourage reflection among students and target areas of possible improvement. The SI SI Leader should tailor a survey to the specific class and emphasize what they feel is important. This can include questions like (but not limited to):

- How did you feel going into the test vs. leaving it?
- Which segments on the exam were you confident in or confused about?
- How did you feel about the ____ segment on the exam?

SI Leaders should also review personal/group study methods:

- Was your method of reading the textbook helpful?
- Were specific SI sessions/strategies beneficial?
- Did you attend the professor’s office hours, and were you prepared with specific questions?
- What other study/learning resources did you use? Were those helpful?

These directed questions should lead to a discussion of the most effective way to start studying the content material moving forward – while students might not have an impending exam, it is important to review ways for students to continually keep up with course material throughout the semester instead of only preparing when an exam is imminent. This activity also allows the SI Leader to identify any areas the group could benefit from reviewing again before moving on in
material, which is perhaps the most important part of the activity. SI Leaders know foundational knowledge and critical thinking leads to long-term retention for students, so it is important to clarify any confusion about concepts that were on the test. This discussion should be an open and safe place for students to discuss their feelings about the exam/class, but the SI Leader should not focus on grades or prompt the students to share their grade with the larger group. This is an excellent opportunity for the SI Leader to emphasize growth mindset over performance.

**Online Modifications:** SI Leaders will need to provide the questions for the group. Depending on technology capabilities, SI Leaders can read aloud the questions, type questions in the chat, or use the whiteboard function. The SI Leader should give the students a brief time to reflect on the questions and then bring everyone together for a discussion on each prompt. During the discussion, the students can utilize the chat, whiteboard, and/or their microphones.

**CLT: Group Discussion**  
**Activity:** Speak Out  
**Description:** The SI Leader will call out a term/word from previous lectures. The students will recall one word that goes along with the word the SI Leader called and give a brief explanation to the connection (are they in a similar category, do they build off one another, etc.). Once all students have connected a word with the SI Leader’s original word, the group can build upon them in a discussion to see what was missing, add more details, or address any questions/areas of confusion. Once discussion of the original word is exhausted, the student who first “spoke out” with a connection then gets to start the process over again. When starting a new round, students can call out words from completely new topics or add to the topic from which the previous speaker called. The game can be quite fun, but it is important that all of the spoken words are related to lecture/textbook material and not just common knowledge. The SI Leader should join in the conversation with the students and consistently encourage critical thinking and connections throughout the discussion.

**Online Modifications:** Since this activity is a verbal discussion, the students should use their microphones; however, they are able to use the chat function if technology prohibits the use of microphones. It is be a good idea to use the chat in addition to microphones for everyone’s initial response to more easily keep track of who “spoke out” first and what words have already been spoken, but hold the discussion about each term verbally.

**CLT: Group Discussion**  
**Activity:** Concept Map  
**Description:** The SI Leader will start by introducing a broad topic and writing the topic in the center of the whiteboard. Students will then come to the board and add points that they think are important related to the assigned topic by drawing lines that “branch off” of the central topic. Branches can expand as far as students are able to connect concepts, including adding new branches onto those already discussed. Depending on the amount of students in attendance, the SI Leader can ask each student to write down a set number of points so everyone has a chance to contribute. As students add concept branches to the map, they will explain their points to the rest of the group to see if it inspires any further additions. By working on the map simultaneously, students are able to add branches in a collaborative and comprehensive manner. The SI Leader
should pay attention to the developing map and ask follow-up questions to further check for students’ understanding and facilitate a deeper discussion.

**Online Modifications:** Depending on technology capabilities, the SI Leader can display the virtual whiteboard and instruct students to utilize the drawing feature. In this approach, the SI Leader will start the activity by writing the central topic, and then assign each student a different color to write on so that it is clear who contributed a concept branch. This also allows the SI Leader and students to direct follow-up questions to individuals as needed. If a whiteboard feature is not an option, the SI Leader can share a document (i.e. GoogleDoc) with the students for them to simultaneously contribute to while utilizing their microphones in the call to verbalize their additions.

*Tip:* the SI Leader should create a list of required/suggested concept branches in order to ensure all components of the topic are present. If anything is missing, the SI Leader can redirect students or reveal them as they see fit, as long as the students also have a discussion as to why it belongs on the board.
Learning Cells
To engage students in thinking about the content, encourage them to generate thought-provoking questions and check for understanding. Follow the steps below:

1. Have students develop a list of questions & answers over course material
2. Get the students in pairs (they can choose their partner or you can number them off)
3. Students ask each other their questions and provide clarification or further information if needed
4. Process continues until all questions are answered

Encourage students to ask more open ended questions and to vary the types of questions.

UNG SI Team Hints

- Whenever applicable, pair students intentionally by different strengths.
- Not to be confused with or replaced by Think-Pair-Share or Turn to a Partner, Learning Cells focuses on partners teaching each other to gain the best understanding of the content material.
- Learning Cells allows for an individual creating question/answer development process, followed by explaining the information to their partner.
- If students switch partners during the activity, they can either pick up where they left off in their questions or repeat the same set of questions as time allows.
- When utilizing Learning Cells, be sure that each student creates questions on content that they fully understand – they should research or review their notes to ensure their answers are correct and that they will be able to explain it to their partner if there is confusion.

Sample Activities

CLT: Learning Cells
Activity: Brain Dump
Description: The SI Leader will strategically or randomly separate students into pairs. Before talking to their partner, the SI Leader will prompt students to think of a broad topic from class. This can be any specific chapter, unit, or lecture, but should differ between partners. On a blank sheet of paper, students will write down everything that they can remember from the lectures and readings on this topic. Brain dump is very informal, as it utilizes bullets and keywords instead of complete sentences. If the SI Leader chooses to give the students a prompt with specific content to follow, it should be relatively broad so that students focus more on what they remember from a certain discussion/topic rather than a “correct” answer. After the allotted brain dump time, students will meet with their partners. They will review each other’s paper, brainstorm additional points to add to the brain dump, and listen to their partner’s explanations for what they wrote down. The SI Leader should move between groups to check on each pair’s work and discussion to make sure they are building on both of their initial brain dumps. This activity can be conducted in multiple short rounds as long as there is enough material to split up between partners.

Online Modifications: The SI Leader will separate students into breakout rooms for the activity. Students can either use their own paper for their brain dump and then read it aloud or use the

Tip: it is helpful for time management and student productivity to set a timer and instruct students to write as much as they can until the time is up.
chat or writing feature, if technology allows. The SI Leader should move between rooms to check on each pairing and guide/aid in the conversation as needed.

**CLT: Learning Cells**  
**Activity:** Notecards  
**Description:** The SI Leader will provide each student in session with blank notecards so that the students can create a set of notecards relating to a specific topic. The SI Leader can either assign topics of focus or allow students to decide which topic they prefer to cover based on the session’s content material. The SI Leader should strategically place students in pairs based on their topics of focus. If there is an odd number of students, the SI Leader can either be one student’s partner or allow a group of three. Students will be instructed to write the cue or question on one side of the card and write the definition, description, or answer on the other side. They can utilize their notes to make sure information is correct. Once all students make their notecards and are in their pairs, they will take turns reviewing and quizzes each other over their cards. Students should have a conversation with each other about the justification/connection for each card. If there is a wrong answer or any confusion, the student that made the card in question should explain the answer and refer to their notes as needed to teach their partner the topic/term. The SI Leader should move between groups and check on each of the pairs as they review. *Note:* Since notecards are portable and can be used as a quick review before tests and exams, it is helpful to incorporate this activity in multiple sessions so students are proactively creating study materials for exams. The SI Leader should encourage students to post notecards in frequently seen areas (i.e. bedroom/bathroom mirror, car dashboard, inside flap of a notebook, etc.).  
**Online Modifications:** Students will choose their topic based on the content material and then the SI Leader will separate the students into breakout rooms. Students can make their cards virtually, utilizing a platform such those below. If any student has notecards and prefers to make a physical set, they should read the cards to their partner when reviewing together. The SI Leader should move between groups to guide students and check on their progress. Students can use free resources such as Quizlet, [https://www.educaplay.com/types-of-activities/matching-games.html](https://www.educaplay.com/types-of-activities/matching-games.html) or [https://www.flippity.net](https://www.flippity.net).

**CLT: Learning Cells**  
**Activity:** Ticket out/in the Door  
**Description:** “Ticket in the Door” can gauge prior knowledge for an opening activity, while “Ticket out the Door” can be a great overall check for understanding. For either option, the SI Leader should prompt students to reflect on various topics from class or session, including, but not limited to:

- Their main takeaway from the class/session/content  
- How they have been studying or should study the material in their personal study time  
- Areas where they want to improve in their knowledge or have gained confidence in the content material covered in session  
- What they should study more before next class/session

After instructed, students will each individually write down their thoughts in a concise note. As students finish writing, ask them to find a partner to recap what they wrote to close out session/this activity. Within their pairs, students should listen actively when their partner is sharing so that they can add additional thoughts to the conversation, provide clarity on any material their partner is uncertain of, or ask clarifying questions for themselves. The objective of
“Ticket in the Door” is to gauge students’ prior knowledge of the content as they come into session and give a foundation to build further knowledge; whereas, the objective of “Ticket out the Door” is to build overall confidence in their content knowledge and/or challenge students to think of new ways to study on their own. After a pair feels they have a solid understanding of material, they will bring their “ticket” to the SI Leader. Here, the SI Leader will ask follow up questions as needed and to judge the students’ overall understanding. After discussing their “ticket” with the SI Leader, students are free to either start reviewing their notes for an upcoming activity or leave the session, depending on which adaptation is used.

**Online Modifications:** The SI Leader will separate the students into breakout rooms for discussions on the chosen topics (example prompts above). They can write their “ticket” on their own paper, drop it in their breakout room chat, type their information on the whiteboard, or share it verbally using their microphone, depending on preference and technology capabilities. When a pair is ready to discuss with the SI Leader, they can message the SI Leader to either join their breakout room or bring the pair back to the main room.
**Concept Split**
AKA Divide and Conquer

This strategy is designed to conquer a difficult reading assignment (although many disciplines use the method to cover various material). The assignment should be divided up into meaningful sections and each student (or group) should be assigned one section. Ask the students to read and summarize their section. After they all have read the material, have each student read aloud their summary. Encourage students to ask questions and be prepared to emphasize areas students may have overlooked. **Lastly, discuss the article as a whole and discuss its importance within the “bigger picture”**.

**UNG SI Team Tips**

- Topics assigned can differ from student to student, but students should be able to connect the topics in some way.
- An advantage of Concept Split is to create a big picture when students bring all of their concepts together.
- It is helpful to give each student a set amount of time to review/present their material – this will keep session on track and give them a goal for the material.
  - Set a timer so students know how long they have to finish preparing their work before the discussion.
- Focus on a broad range of material, so that students are learning different content from each other rather than just switching discussion leaders for the same topic.
- This is a great CLT for covering a large portion of difficult content material.

**Sample Activities**

**CLT:** Concept Split

**Activity:** Timeline

**Description:** This technique utilizes visual representation to improve the processing of the material. The SI Leader will draw or project a horizontal line that represents the continuum of time. Students will eventually insert important events relative to each other, creating points on the line. Each point that denotes an event should be marked with the date, a brief description of the event, and significant person(s) involved, etc. This technique can also be used to outline and visualize a process, cycle, or any other content with ordering involved. The entirety of the content will be split up between all the teams, and can be split either based on segments of the timeline or by pre-assigned content that fits somewhere on the timeline. Depending on group size and content material, students will work either independently or in pairs/groups, and the SI Leader will assign content accordingly. Once all teams have contributed to the timeline and added the required information to their segments or placed their topics in the correct place, the whole group will come back together for a discussion. The discussion allows the students to check each other’s work, ask questions, and develop a stronger understanding of the material.

**Online Modifications:** The SI Leader will use the drawing function on their online platform to draw the timelines and the students will fill in the timeline in the same manner. If students are working in pairs/groups, the SI Leader can separate each group into a breakout room for a set of time to discuss their portion of the timeline; otherwise, individual students can review their notes on their own within the main room. Once everyone is ready with their answers, the SI Leader will assign each student/team a different color to complete their portion of the timeline so that each group’s contribution is clear.
CLT: Concept Split
Activity: Peer Lessons
Description: Depending on group size and/or chosen content material, students will work either individually or in pairs/groups. The SI Leader will give each team a different concentration related to the session’s content, and the students will be responsible for presenting a mini-lesson for the other students in session. Each student/group will explain their content in as much detail as possible, explaining their thought process and methods. The SI Leader can encourage the students be creative and implement questions for other students, drawing/writing on the whiteboard, or anything else they can think of that would aid in teaching their lesson. The main purpose of this activity is for the students to have the opportunity to learn from one another as well as become an expert on their concentrated material.

Online Modifications: The SI Leader should assist their students in what they need “teach” their lesson. If the students are in pairs or groups, the SI Leader will separate them into breakout rooms to brainstorm their mini-lesson. When a student or team is presenting their lesson, the listening students can use the chat and/or microphones, or raise their hand to communicate, if technology allows. The SI Leader can also give students presenting capabilities if they need to share their screen or use the drawing or polling features at any point in their mini-lessons.

CLT: Concept Split
Activity: Incomplete Outline
Description: The SI Leader will provide incomplete outlines for the students, by either projecting the outlines on a board or printing them out for each student/group. The SI Leader should be intentional when creating the outlines based on what best suits the content material, but it is helpful for the presentation portion of this activity to focus on connecting topics of the same unit or chapter. The provided outlines should be missing important or key parts of the topic Example:

Events that led to the start of WWI:
1. Militarism
2.
3.
4. Nationalism
5.

This will give the students a foundation they can build on. Depending on group size and/or chosen content material, students will work either individually or in pairs/groups. After the initial instructions, the SI Leader will assign the students or teams an outline covering different content and/or concepts. The teams must then work through their notes to figure out how to fill in their outline. The incomplete outline is an excellent means of helping students recognize the main points and the organizational pattern of information given in the lecture. It can also be used for textbook information. The outline can provide as little or as much detail as the SI Leader deems appropriate, as long as the content material is clear for students. As another adaptation, the SI Leader could instruct the students/teams to create the incomplete outline with the simple ideas and overall concept they can easily recall, and then switch with each other before continuing the activity as normal. After all teams are finished with their outlines, the whole group will go over each outline. This will provide students with a complete view of connecting concepts, even though they only spent time filling in one outline themselves.

Tip: it is helpful to omit parts of the lecture notes that students may not recognize are important or often miss in lecture, as this shows them the importance of these elements in the overall content.
Online Modifications: Based on technology capabilities and group size, the SI Leader can either use a whiteboard feature or provide an editable link to a collaborative online document, such as Google Docs or Word Online. The purpose of this activity is to allow each student to take ownership of a piece of the outline (or a full outline), so keep this in mind when deciding on a presentation method. When using the whiteboard within the teleconference platform, the SI Leader will instruct students to choose a specific color so that each student’s contributions are clear to the whole group. When using a collaborative online document, the SI Leader can make the incomplete outlines in advance and send those links to the appropriate students via chat. If working with multiple outlines, the SI Leader can separate students into breakout rooms and then share a specific link with each breakout room. Once each student/group is finished with their outline, the SI Leader will give each student an opportunity to “teach” their outline to the other students.

Tip: depending on technology capabilities, it may be helpful to display an already-created PowerPoint or PDF for the students to write on and add to, as opposed to drawing everything out during the activity.
**Jigsaw**

Similar to Concept Split (AKA Divide and Conquer), this is a method of making the group as a whole dependent on subgroups. A large group is divided into 2 or more groups (3-4 students per group) and each group is assigned a topic/task/step in problem/etc. with the goal of becoming an “expert”. Students then move from their expert group to a new jigsaw group in which each student acts as the only expert in their specific topic and teaches the material to rest of group. Each new jigsaw group consists of 3-4 students prepared to teach subject to peers.

**UNG SI Team Tips**

- It is important to remember that every group should have every topic represented – if a group is missing an expert on a certain topic, they will not get to hear those points. If there is an uneven number of students, it is better to have multiple students in the same expert group.
- Students should be encouraged to take notes within their expert groups with conclusions and major points so that they can take it back to their family groups.
- Jigsaw is a good CLT for students to focus on one topic/piece of the big picture and learn from each other at the same time.
- It is helpful to give a warning a few minutes before moving on, so the expert groups to wrap up their thoughts and jot down any notes before they dismiss.
- To avoid confusion when moving in the groups, be sure to use specific language such as “family groups” and “expert groups” to differentiate between the two, limit confusion, and aid in transitions.
  - Example: If family groups are colors, and the topics are labeled on the board 1-4, students will first be grouped in their color-coded family groups (red, blue, green, or yellow). Once each group is gathered and students know what color family they’re in, a member of each “family” is assigned an expert group (one, two, three, four). A student might be Red4 or Green1.

**Sample Activities**

**CLT: Jigsaw**

**Activity:** Two Lies and a Truth

**Description:** The SI Leader will place students into their “family groups” of 3-4 students. Within each family group, each member also belongs to an “expert group”. Each family member will belong to a different expert group, unless there are uneven numbers, which will result in two members of a family sharing the same expert group. The SI Leader will write the expert group topics on the board for students’ reference. Expert groups should be on different topics: broad enough that there is a connection between topics, but without too much overlap in content. Students will first meet in their family groups to make sure that all expert groups are represented in their families, and then the families will break off to meet with their expert groups. Within these expert groups, students will brainstorm two lies and a truth for their topic. This is a spinoff of an ice breaker game when you are introduced to someone new and you both tell two things about yourself that are true, and one fact that is false, and see if that person can guess which one is a lie. The expert groups will review and discuss their topic and develop two false statements and one true statement based on that topic. All group members should know why their false statements are incorrect and be able to explain how to correct them to their family group. Once all expert groups are ready, the family groups will reconvene. The members within the family groups will take turns reading their statements aloud to the group, who will then be asked to
identify the true statement. Upon confirmation, the false statements are then discussed to
determine why they are false, and how they could be
made true. By the end of this activity, all members in the
family groups should have shared their statements so that
all topics are reviewed. During both parts of the activity,
the SI Leader will move between groups to check on their
progress and make sure all students have a clear
understanding of the content material.

Online Modifications: The SI Leader will first separate students into breakout rooms to
brainstorm with their expert groups, giving each group a clear time frame in which to review the
content and develop their statements. Once the expert groups have completed their portion of
the activity, the SI Leader will move them into the breakout rooms designated for their family
groups. When sharing their statements within their family groups, students can type their three
statements in the chat and then the other students can use their mics to indicate which
statements they believe are the two lies and discuss corrections to the statements. During both
parts of the activity, the SI Leader will move between groups to check on their progress and make
sure all students have a clear understanding of the content material.

CLT: Jigsaw
Activity: Reading Summary
Description: The SI Leader will place students into their “family groups” of 3-4 students. Within
each family group, each member also belongs to an “expert group”. Each family member will
belong to a different expert group, unless there are uneven numbers, which will result in two
members of a family sharing the same expert group. The SI Leader will assign each expert group
a segment of a class reading (textbook, article, etc.) and write the reading details on the board
for students’ reference. Students will first meet in their family groups to make sure that all expert
groups are represented in their families, and then the families will break off to meet with their
expert groups. While in their expert groups, each students will read the same portion of the
assigned passage. After each student within the expert group has read the passage in full, they
will work together to identify key points and summarize the reading. Each student in the expert
groups should take notes and highlight key points to take back to their family group. Once all
expert groups finish summarizing and taking notes, students will return to their family groups.
Here, students will share their summaries and highlights in order based on the details written on
the board at the beginning of the activity. When an expert is sharing, other members of the family
should be writing their own notes and asking questions, if applicable. During both parts of the
activity, the SI Leader will move between groups to check on their progress and make sure all
students have a clear understanding of the content material. This activity is helpful for courses
that require document reviews, research, etc., as it breaks the readings into manageable
sections. In doing so, students get a full picture explained by their peers in addition to a
conversation about the reading as a whole.

Online Modifications: The SI Leader will first separate students into breakout rooms to
brainstorm with their expert groups, giving each group a clear time frame in which to review the
reading with the group. Once the expert groups have completed their portion of the activity, the
SI Leader will move them into the breakout rooms designated for their family groups. Students
should be encouraged to utilize their cameras/microphones and additional teleconference room
features, as appropriate. During both parts of the activity, the SI Leader will move between
groups to check on their progress and make sure all students have a clear understanding of the content material.

**CLT: Jigsaw**

**Activity:** Make/take a practice quiz

**Description:** The SI Leader will place students into their “family groups” of 3-4 students. Within each family group, each member also belongs to an “expert group”. Each family member will belong to a different expert group, unless there are uneven numbers, which will result in two members of a family sharing the same expert group. The SI Leader will write the expert group topics on the board for students’ reference. Expert groups should be on different topics: broad enough that there is a connection between topics, but without too much overlap in content. Students will first meet in their family groups to make sure that all expert groups are represented in their families, and then the families will break off to meet with their expert groups. Within their expert groups, students will work together to make a section of a practice quiz based on the topic they were assigned. To make sure the quiz segments are about the same length and take the same time, the SI Leader should give students guidance in preparation (how many questions, multiple-choice or problem solving, etc.). Each expert group will also provide an answer key to their quiz questions on a separate piece of paper. The SI Leader can provide examples, but they should also encourage their students to be creative. Once expert groups finish creating their questions, they will return to their family groups. Every student should have a copy of their expert group’s quiz questions and answers with them to reference, whether it be a picture or written copy. Within the family groups, members will take turns presenting their quiz questions to the family. All family groups should be given time to answer/attempt the other member’s questions. The expert presenting should facilitate discussions among the other members of the family, as well as help answer any questions, uncertainties, or disagreements regarding their quiz. If they are unable to answer a specific question, they group can call on the SI Leader for additional assistance as needed. During both parts of the activity, the SI Leader will move between groups to check on their progress and make sure all students have a clear understanding of the content material.

**Online Modifications:** The SI Leader will first separate students into breakout rooms to brainstorm with their expert groups, giving each group a clear time frame in which to review the content and develop a practice quiz. Once the expert groups have completed their portion of the activity, the SI Leader will move them into the breakout rooms designated for their family groups. When sharing their quiz questions within their family groups, students can type their questions in the chat or utilize a polling feature, and then the other students can use their microphones to discuss the answer and any questions they may have. During both parts of the activity, the SI Leader will move between groups to check on their progress and make sure all students have a clear understanding of the content material.
Thank you!

Please contact UNG SI (si@ung.edu) with questions or comments.

Material for this booklet was adapted from materials provided by the University of Missouri-Kansas City and the International Center for Supplemental Instruction.

This strategy booklet is not intended for public distribution.