

## **GALLERY WALK / CAROUSEL**

## **Summary**

Student group presentations are posted around the room, creating a circuit. Groups then move from station to station, learning from each presentation and leaving feedback for the presentation's creators. This strategy encourages participation, allows for peer feedback, and is exceptionally flexible.

## **Procedure**

- 1. Students choose or are assigned a topic or a question to answer.
- Students either select classmates to join their group or are assigned into groups. (The first two steps can occur in any order, based on class needs.)
- 3. Groups then create a presentation over their topic—typically a poster of some kind but any presentation would work.
- Responses are posted around the room. Sometimes a group member will remain with the response to present the group's work (optional).
- Groups circulate around the room, stopping at each station long enough to give students an opportunity to learn from and evaluate the presentation.
- 6. Students leave at least two questions or comments about the presentation on sticky notes.
- 7. Once all of the groups have completed the circuit, everyone returns to their original presentation to examine the feedback left for them.
- 8. See a demonstration video at <a href="https://www.youtube.com/embed/dPLk\_aVhYwg?list=PL-aUhEQeaZXLVveDVElc43reMba44uVJx">https://www.youtube.com/embed/dPLk\_aVhYwg?list=PL-aUhEQeaZXLVveDVElc43reMba44uVJx</a>

Kolodner, J. (2004). Facilitating the learning of design practices: Lessons learned from an inquiry into science education. Journal of Industrial Teacher Education, 39(3), 1-31.