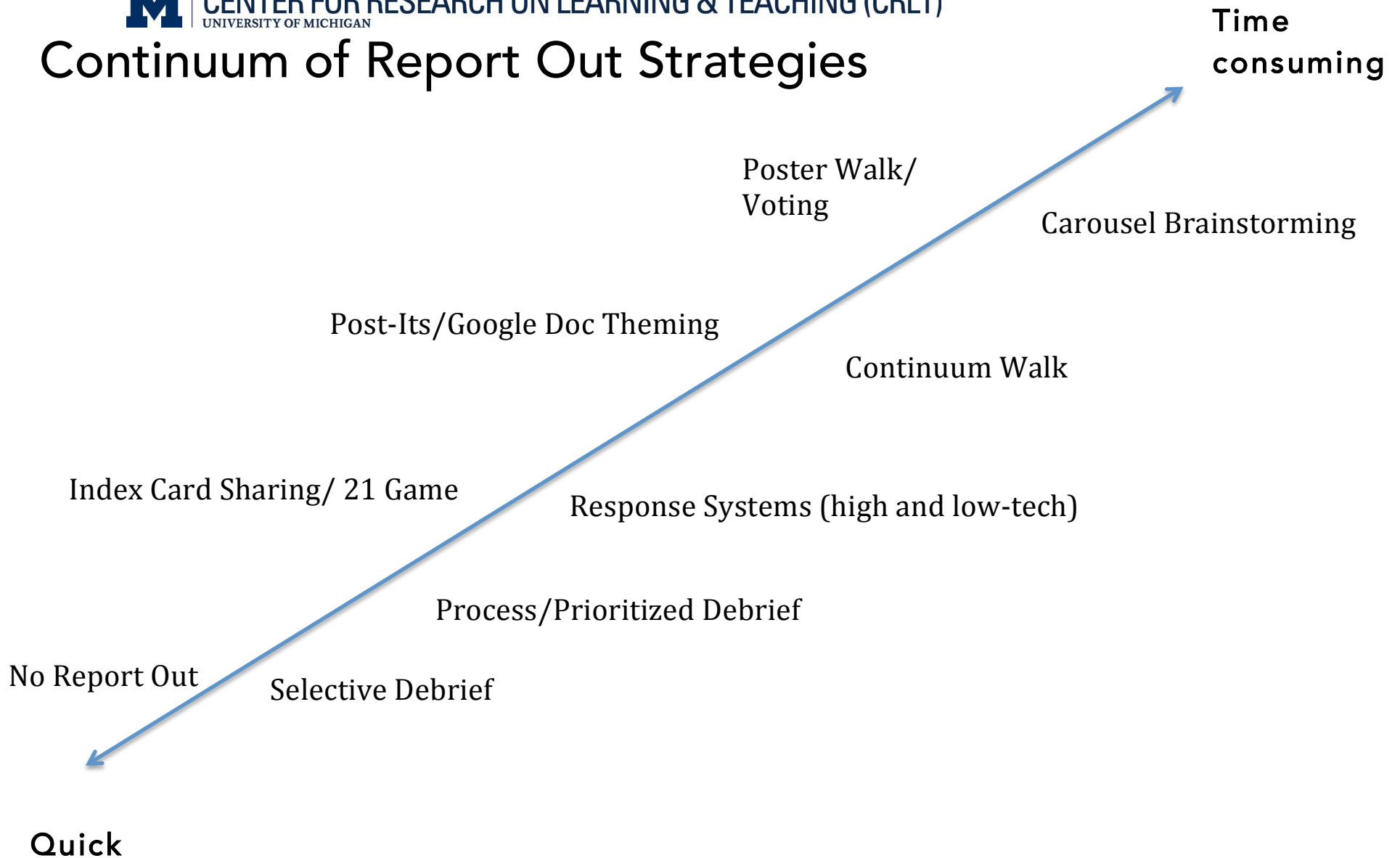


Continuum of Report Out Strategies



This is a spectrum of report out/debrief activities arranged by complexity and classroom time commitment.

Continuum of Debrief Strategies

- **No Report Out.** Not all small-group discussions have to be reported out. Be selective about which ones need to have full-group processing.
- **Selective Debrief.** This is a simple technique focused on selectively hearing from groups through careful framing (e.g., “Common issues that arise in response to this topic include....Are there any new ideas that your group discussed?”).
- **Process/Prioritized Debrief:** Groups report out a question that is different from the one they discussed but which focuses on affective or analytical reactions to the previous small-group discussion, e.g., “What is something that surprised you in the discussion?” or “What was one key area about which all of your group members agreed?” Alternately, ask groups to prioritize the key idea from their discussion that is most useful for other students to know, e.g., “We have five minutes left. What is the one idea from your conversation that is most important to share with the full group?”
- **Index Card Sharing.** Participants write one key take-away from the discussion on an index card. These can be read quickly by the instructor to identify key themes or questions to discuss as a large group.
 - If the ideas can/should be shared, the cards can be passed back out to students for individuals to read and respond to another individual’s comment.
 - If the ideas need to be narrowed (e.g., to identify the ones with the most support), students can play the “21 game” (a variation of the 35 game, from thiagi.com). With a card, students find a random partner. Students quickly share their idea, then participants decide how to allocate 7 points to each card (e.g., 0 points for mine, 7 for yours; 4 for mine, 3 for yours). After three rounds, ask which cards received the most points.
- **Response systems:** At appropriate points in the class instructors punctuate their presentation with questions or short active learning activities (e.g., minute paper, think-pair-share).
 - High tech: Response systems, like clickers or phone-based systems (e.g., Poll Everywhere) can be used.
 - Low tech: A show of hands or fingers, or colored signal cards, can be used to help get input.
- **Post-its/Google Doc Theming.** Individuals or groups write down one or two key ideas from their discussion on large post-its. These are placed at the front of the room and sorted by participants and instructors as they are placed. Discussion focuses on key themes seen in post-it responses.
 - High tech: This can also be done online with Google Doc. Further, a Word Cloud generator can also be used for quick visualizations of key words used.
- **Continuum Walk:** Pose a question to students where it would be helpful to have a visual representation of a range of opinions or priorities after discussion of a case or topic, e.g., “What proportion of blame should we assign to the company: 0%, 25%, 50%, 75%, 100%?” Have students indicate their stance through stickers or by standing in certain spots of the room.
- **Carousel Brainstorming.** Introduce 3-4 questions for students to discuss, each on a separate piece of paper. Divide students into groups and give each group 5 minutes to write responses to the question. After five minutes, have each group pass their paper to another team to read previous ideas and add new ones. Repeat 1-2 times, then have each original group receive their paper back to review all ideas and select the best ones. Only the top 1-2 ideas are reported out.
- **Poster Walk/Voting.** Using large Post-its, students design a “poster” of key findings or outcomes of a small-group planning discussion (e.g., design of a research project). Other participants are invited to walk around and view peers’ work.
 - If the ideas need to be vetted, participants can write ideas on the poster paper or with smaller post-it notes.
 - If the ideas need to be narrowed (e.g., to identify the ones with the most support), small stickers can be used to vote. Each student would be given a select number of stickers and asked to use them to vote on the best ideas from their perspective.