Attachment 2-30

At this website (<http://serc.carleton.edu/introgeo/gallerywalk/index.html>) you will find everything you need to know about a gallery walk. I have copied some of the information from this site below, but there is just too much to reproduce. Scrolling down you will find an example of a rubric for assessing student work.

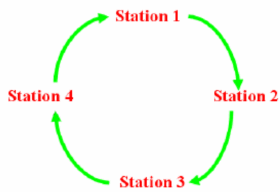
**What is Gallery Walk?**



Source: Rodgers State University

Gallery Walk is a discussion technique that gets students out of their chairs and into a mode of active engagement. The advantage of the method is its flexibility and the variety of benefits for students and instructor alike. A Gallery Walk can be conducted with computers (a "Computer Run"), with pieces of paper on tables, or with posted chart paper. It can be scheduled for fifteen minutes (a "Gallery Run") or for several class periods. For students it's a chance to share thoughts in a more intimate, supportive setting rather than a larger, anonymous class. For instructors, it's a chance to gauge the depth of student understanding of particular concepts and to challenge misconceptions. Below is a short summary on how to conduct a Gallery Walk. For a more complete set of instructions on how to conduct a Gallery Walk, Computer Run, or Gallery Run see [Step by Step Instructions](http://serc.carleton.edu/introgeo/gallerywalk/how.html)

**Quick Summary of Format**

[](http://serc.carleton.edu/details/images/3124.html)

1. The instructor prepares several discussion questions. Student teams in a Gallery Walk typically number three to five. So, for a class of twenty write four to five questions. For larger classes either write more questions or repeat the same set of four to five questions, posting the same question set in different sections of the class. Questions can gauge knowledge and comprehension or can tap higher order thinking skills involving analysis, synthesis, and evaluation. For tips on preparing questions see [Developing Questions for Gallery Walk to Engage Higher Order Thinking.](http://serc.carleton.edu/introgeo/gallerywalk/higher_order.html)
2. Questions are posted on different "stations" on classroom walls, placed on pieces of paper on desks in different locations around class, or typed on different computers. Plan on sufficient space for groups to congregate and discuss questions.
3. At each posted question a student team reviews what previous groups have written and adds new content. After a short period of time, say three to five minutes but the exact time will depend upon the nature of the question, say "rotate." The group then rotates, clockwise, to the next station. The rotation continues until all posted questions are addressed.
4. As students discuss questions, the instructor can circulate around the classroom, clarifying questions, gauging student understanding, and addressing misconceptions. Write down any misconceptions or lapses in student understanding and address these problems before the end of the exercise. In such a way, Gallery Walk becomes a valuable tool for informal assessment. For more information see [Assessing Gallery Walk.](http://serc.carleton.edu/introgeo/gallerywalk/assessment.html)
5. When the group returns to the station where it started, the group synthesizes comments and makes an oral report, the "reports out" phase of Gallery Walk," to the class. This stage of the Gallery Walk is a great chance for involving the entire class in discussion and to address misconceptions. Group or individual written reports can be completed in lieu of oral reports.

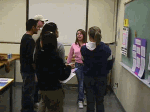
Image Source: Rodgers State University, 2000. Student Support Services, http://www.rsu.edu/resources/federalprogs/Programs/support/SSS.jpg, accessed 12 November 2004.

**Why Use Gallery Walk?**

Use Gallery Walk to promote class discussion, higher order thinking, cooperative learning, and team building.

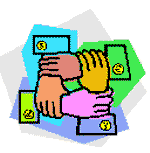


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Gallery Walk:

1. dedicates time for students to practice discussing, debating, organizing, and writing the language of earth science rather than just hearing ideas presented by the instructor;
2. promotes the use of higher order thinking skills like analysis, evaluation, and synthesis when faculty choose the proper level of abstraction when designing questions; [Learn more about creating questions for Gallery Walk using Bloom's Taxonomy](http://serc.carleton.edu/introgeo/gallerywalk/higher_order.html)
3. emphasizes the collaborative, constructed nature of knowledge because students work in teams to synthesize information written from a variety of perspectives (Taylor, 2001); [Learn more about cooperative learning](http://serc.carleton.edu/introgeo/cooperative/index.html)
4. encourages alternative approaches to problems, because students are exposed to a variety of perspectives posted at different discussion "stations" (Taylor, P. 2001);
5. reassures students that their voices, ideas, and experiences are valued because students are more likely to share ideas among a non threatening group of peers (Taylor, P. 2001);
6. provides an opportunity to gauge prior knowledge, skills, and misconceptions. The existing conceptual framework of students can be challenged and, if faulty, corrected during the "report out" phase of the Gallery Walk; [Learn more about common student misconceptions in the earth sciences](http://serc.carleton.edu/introgeo/gallerywalk/misconceptions.html)
7. [](http://serc.carleton.edu/details/images/2930.html)

 promotes team building, fosters debate, and encourages consensus as students work together to accurately represent group member's ideas at different Gallery Walk "stations;"

1. acts as an ice breaker because students need to interact with classmates and the instructor when debating responses at each Gallery Walk "station"; and
2. encourages movement around classroom as groups move from "station" to "station", interrupting the lethargy that sometimes results from being seated for long periods.

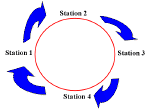
How to Use Gallery Walk. [Learn more here.](http://serc.carleton.edu/introgeo/gallerywalk/how.html)

**References**

Taylor, P. 2001. Gallery Walk, <http://www.cct.umb.edu/gallerywalk.html> ([more info](http://serc.carleton.edu/resources/13932.html)) 3 October 2004.

**How to Use Gallery Walk?**

Gallery Walk is most successful when students are properly prepared to use it, when instructors are familiar both in its effective use and challenges, and when student learning is assessed.

* [](http://serc.carleton.edu/details/images/2925.html)

[Student Instructions](http://serc.carleton.edu/introgeo/gallerywalk/student_instructions.html): to ease students into Gallery Walk, provide them with an introduction.

* [Step by Step Instructions](http://serc.carleton.edu/introgeo/gallerywalk/step.html): to lead a Gallery Walk *you* should be prepared and fully comfortable with the technique. Find a concise step by step summary on how to implement Gallery Walk. Included in this section are suggestions for using variants of the Gallery Walk technique, the "Gallery Run" and "Computer Tour."
* [Assessing Gallery Walk](http://serc.carleton.edu/introgeo/gallerywalk/assessment.html): assessment is important to see what students gained from the experience. Assessment also helps students take this discussion technique seriously. In this section, find a variety of rubrics to evaluate your students' performance, either through quick, informal assessment or through formal oral and written presentations. There is also an evaluation form asking students to judge the effectiveness of Gallery Walk.
* [Challenges in Implementing Gallery Walk](http://serc.carleton.edu/introgeo/gallerywalk/challenges.html): While Gallery Walk is an effective method for fostering higher order thinking skills and promoting class discussion, it is not without its challenges. Find a list of potential difficulties with Gallery Walk and how to address these problems.

**Assessing Gallery Walk**

Gallery Walk can be assessed informally and through more formal evaluation involving oral and written presentations. This section has sample rubrics that can be used for evaluating different aspects of the Gallery Walk, ranging from group participation to the quality of oral and written reports. Feel free to modify these rubrics for the context of your own Gallery Walk.

**Informal Evaluation**

Informal evaluation does not count for a grade and can be as simple as rotating between groups and making sure each group is on task. There is further opportunity to observe and assess student learning during the report out phase and during ensuing class discussion relating to the report out. Regardless of the context, make a special attempt to involve disengaged students. Examples of questions that can be asked during a Gallery Walk include:

1. "Your group seems to think ..... about this issue. How would you rephrase or summarize what has been discussed so far?"
2. "What is your group doing now and where do you feel the discussion will progress? "
3. "What similarities and differences do you see between the responses you are giving at this station and what was summarized at the last station?"
4. "Your group seems to think...about this issue. Why do you say about that?"
5. "How would you explain this issue to someone who has little or no background with this material?"
6. Look at a particular response, either from the current group or a previous group, "This group said....is this correct? "

**Formal Evaluation**

[](http://serc.carleton.edu/details/images/2940.html)

Not every Gallery Walk needs to have assigned grades. Some students are more forthcoming and spontaneous without the pressure of formal evaluation. Still, there are situations in which formal evaluation is desirable, especially when the time and effort going into a Gallery Walk need to be justified. In the section below, find rubrics for grading the quality of group participation, oral presentations, and written work relating to the Gallery Walk. Another way to improve the quality of Gallery Walk is to have students assess instructor use of the technique. Sample forms are available below.

1. [**Instructor/Student Evaluation Form for Group Discussion:**](http://serc.carleton.edu/files/introgeo/gallerywalk/teacher_evaluation_group1.v2.doc)**(Microsoft Word 28kB Jul5 07)**a short, three question rubric evaluating observed group behaviors like the degree of participation, listening, and assistance. This form could be used either by the instructor or by students to assess the quality of group interaction.
2. [**Instructor Evaluation Form for Oral Reports:**](http://serc.carleton.edu/files/introgeo/gallerywalk/oral_report1.v3.doc)**(Microsoft Word 56kB Jul6 07)** a fairly detailed eleven part rubric for evaluating the quality of students' oral report during the "report out" phase of Gallery Walk. Included in the rubric are assessments of organization, content, research effort, and use of multimedia.
3. [**Instructor Evaluation for Written Reports**](http://serc.carleton.edu/files/introgeo/gallerywalk/written_report1_rubric.v2.doc)**(Microsoft Word 40kB Jul5 07):** if Gallery Walk involves a written component use this detailed rubric for assessing the quality of student reports. This 12 part rubric might be overly detailed for some papers so modify as needed. The link upon which this rubric was based:

[Rubric for Research Paper:](http://www.k-state.edu/assessment/plans/measures/samples/resrubric.pdf) ([more info](http://serc.carleton.edu/resources/13913.html)) from the University of Kansas, a twelve item rubric that evaluates papers using the following criteria: purpose, content, organization, feel, tone, sentence structure, word choice, grammar, length, use of references, and reference format.

1. [**Student Rubric for Evaluating Group Work:**](http://serc.carleton.edu/files/introgeo/gallerywalk/student_rubric_groupwork1.doc)**(Microsoft Word 37kB May20 05)** when the Gallery Walk requires group work outside class time, use this seven item rubric to rate other team members on such items as work ethic, participation in discussion, and ability to meet deadlines.
2. [**Student Evaluation for Gallery Walk:**](http://serc.carleton.edu/files/introgeo/gallerywalk/Student_Assessment_Gallery_Walk1.doc)**(Microsoft Word 34kB May20 05)** to improve the quality of future Gallery Walks, use this twelve question survey intended to show how well students enjoyed participating in a Gallery Walk.

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| Student Rubric for Evaluating Group Work, Sources: B. Frandsen, 2004. Participation Rubric for Group Development, <http://www.stedwards.edu/cte/resources/grub.htm> Accessed 20 May 2005.  J. Parr, 2003. Group Discussion Rubric, <http://www.mashell.com/~parr5/techno/group.html> Accessed 20 May 2005. | | | | |
| **Criteria** | **Distinguished** | **Proficient** | **Basic** | **Unacceptable** |
| Workload | Did a full share of the work--or more; knows what needs to be done and does it; volunteers to help others. | Did an equal share of the work; does work when asked; works hard most of the time. | Did almost as much work as others; seldom asks for help. | Did less work than others; Doesn't get caught up after absence;  doesn’t ask for help. |
| Getting Organized | Took the initiative proposing meeting time and getting group organized. | Worked agreeably with partner(s) concerning times and places to meet. | Could be coaxed into meeting with other partner(s). | Did not meet partner(s) at agreed times and places. |
| Participation in Discussions | Provided many good ideas for the unit development; inspires others; clearly communicated desires, ideas, personal needs and feelings. | Participated in discussions; shared feelings and thoughts. | Listened mainly; on some occasions, made suggestions. | Seemed bored with conversations about the unit; rarely spoke up and ideas were off the mark. |
| Meeting Deadlines | Completed assigned work ahead of time. | Completed assigned work on time. | Needed some reminding, work was late but it didn’t impact grade. | Needed much reminding, Work was late and it did impact quality or grade. |
| Showing up for Meetings  Score | Showed up for meetings punctually, sometimes ahead of time. | Showed up for meetings on time. | Showed up late but it wasn’t a big problem for completing work. | No show or extremely late. Feeble or no excuse offered. |
| Providing Feedback  Score | Habitually provides dignified, clear, and respectful feedback. | Gave feedback that did not offend. | Provided some feedback Sometimes hurt feelings of others with feedback or made irrelevant comments | Was openly rude when giving feedback. |
| Receiving Feedback  Score | Graciously accepted feedback. | Accepted feedback. | Reluctantly accepted feedback. | Refused to listen to feedback. |