

Round

How?

As each student is going to speak in turn, you will ideally get the students to sit or stand in a circle. Rounds often work best when you provide the beginning of a statement and each student completes the statement. For example:

At the start of a session:

“What most confused me about the reading for today is...”

“What I’ve been reading since the last session is...”

“A question I’d like answered today is...”

“I hope today’s session...”

During a session:

“One thing we have discussed that remains unclear to me is...”

“One idea to help us make faster progress is...”

“Something we seem not to have really tackled is...”

“I’d be happy to offer an explanation of...”

At the end of a session:

“What I’ve got out of today is...”

“Something I still don’t really understand is...”

“What I now intend to read/practice/find out about/work on is...”

“Next class, I hope we...”

Note that rounds can feel threatening to students, especially in a large group, so allow students to say “Pass” when it is their turn. You may well find, though, that students quickly get used to rounds if you use them a couple of times and they might even suggest them.

When?

At any point in the class, depending on the purpose you are trying to achieve.

Why?

- Rounds need not take long – say, from a few seconds to 15 seconds per student.
- They allow the group to take stock, debrief, or set the direction of the class, and they provide useful informal feedback for you.
- Longer and slower rounds encourage intensive exploration and reflection (but can be intimidating).

Source: Gibbs, G. (1995). *Discussion with more students*. Oxford Centre for Staff Development.