

## Gallery Walk

Gallery Walk is a discussion technique that gets students out of their chairs and into active engagement. The advantage of the method is its flexibility. A Gallery Walk holds a variety of benefits for students and teachers 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 than a larger class discussion. For teachers, it's a chance to gauge the depth of student understanding of particular concepts and to note and use misconceptions to shape instruction. A Gallery Walk is a good forum for *using* misconceptions as discussion topics.

You may want to try a Gallery Walk because it:

1. dedicates time for students to practice discussing, debating, organizing, and writing about course content rather than just hearing ideas presented by the teacher;
2. promotes the use of higher-order thinking skills like analysis, evaluation, and synthesis when teachers choose levels of abstraction when designing questions;
3. emphasizes the collaborative, social nature of learning because students work in teams to synthesize information written from a variety of perspectives (Taylor, 2001);
4. encourages alternative and multiple approaches to problems, because students are exposed to a variety of perspectives posted at different discussion "stations" (Taylor, 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, 2001);
6. provides an opportunity to gauge a student's 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
7. promotes team building, fosters persuasive argument, and encourages consensus as students work together to accurately represent group members' ideas at different junctures of the Gallery Walk;
8. acts as an ice breaker because students interact with classmates and the teacher when debating responses at each Gallery Walk "station"; and
9. encourages student interaction as groups move from station to station, interrupting the lethargy that sometimes results from being seated for long periods.

Source: Taylor, P. 2001. Gallery Walk, <http://www.cct.umb.edu/gallerywalk.html> (more info) 3 October 2004.