**Round the room activity**

**Main aim**

Giving students opportunities to apply and consolidate their learning.

**Teaching challenge this is intended to address**

Allow students more variety and more opportunities in the way they apply their learning and accommodate different learner needs through sequence of self-directed and face to face activities

**Prior to this session (Acquisition)**

Teacher posts themes for activity tasks on blackboard that students use to focus their self-directed activities eg read an article /book chapter /watch a short film and contribute a question in class.

**Duration and logistic (Investigation through collaboration and discussion)**

This is intended as a 50 minute seminar activity organised for 30 students working in small groups of 6 people on 5 different tasks. Allow 30 minutes for groupwork, 20 minutes whole group discussion

**Resources needed** 5 tables and 5 instruction cards (one for each table) flipchart paper and pens

**How the session works**

1. Outline to students the aim of this exercise and how it will run. Appoint a member of staff as timekeeper. Keep tasks clear and brief to maintain good momentum throughout the session.
2. Give each small group 6 minutes in which discuss their topic and record key points.
3. Every 6 minutes all groups move clockwise to the next table. Keep repeating this, with each group adding comments to the same flipchart until all activities are completed.
4. Display comments and invite students to review, discuss and rate most significant comment on each flipchart with an asterisk.
5. Whilst students are doing this get a member of staff to highlight top 3 points from each flipchart (different colour) then present key learning from this exercise to the whole group eg summarise key aspects, compare how students and teachers rate comments- ask students to expand on most helpful student examples (then add examples to blackboard).

**Extension activities and variations – add further activities/ spend longer on each activity**

1. Students work around posters not tables contribute individually, in pairs, or in small groups.
2. Add more activities eg identify areas of assessment students feel least confident and write questions for teachers to respond to in follow up with whole group (Q and A on blackboard)
3. Give more time for each task eg 10 minutes and use fewer tasks
4. A blank table - students suggest a useful activity for other groups to do.
5. Incorporate online survey as one of the activities eg polleverywhere/mentimeter/googleform

**After the session (Production)**

Put up student examples and summarise student assessment queries and teacher responses using Q and A approach to assessment on blackboard to share wider.

Figure Blending self-directed with face to face activities in a continuing iterative teacher-student dialogue Laurillard`s (2002) Conversational framework

Jasper Shotts Principal lecturer [jshotts@lincoln.ac.uk](mailto:jshotts@lincoln.ac.uk) Jan 2018