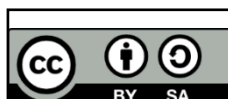




## LIGHTNING ROUND

Purpose	<i>A Lightning Round</i> is intended to help students reflect on their own state of mind or the task at hand and to notice where they are in the learning progress. Students are to become conscious of their expectations, emotions, fears, potential boredom, learning difficulties, etc. The explicit purpose of a <i>Lightning Round</i> is to create a sense of community among students and to provide each student with an opportunity to speak. The technique also enables instructors to recognize and address imbalances or disturbances within the group or with student learning.								
Directions	Participants go around the room and respond to a question about themselves or the class content. No interjections or discussions are allowed in between individual statements. Students can choose not to answer, and only the instructor or the group as a whole can decide which statements will be discussed further. <i>A Lightning Round</i> can be used repeatedly. Particularly suitable moments are: before or after specific units, or when the instructor notices that students appear indifferent, bored, or even combative.								
Parameters	<table border="0"> <tr> <td style="padding-right: 20px;">Group size:</td> <td>max. of 16 participants</td> </tr> <tr> <td>Time required:</td> <td>ca. 30 seconds per person</td> </tr> <tr> <td>Setup:</td> <td>flexible</td> </tr> <tr> <td>Materials:</td> <td>none required; small token for taking turns possible (e.g. a speaking stone, soft ball, small Hacky Sack, etc.)</td> </tr> </table>	Group size:	max. of 16 participants	Time required:	ca. 30 seconds per person	Setup:	flexible	Materials:	none required; small token for taking turns possible (e.g. a speaking stone, soft ball, small Hacky Sack, etc.)
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Helpful Tips	<p>Common <i>Lightning Round</i> questions:</p> <ul style="list-style-type: none"> <li>— „What am I noticing about myself (internally; externally)?“</li> <li>— „What are my expectations for today’s session?“</li> <li>— „How am I leaving the session? What am I taking away from it?“</li> <li>— „Do any questions remain for me?“</li> <li>— „How far have I gotten? Where did I encounter problems in my work or learning process?“</li> </ul> <p>As with all learning techniques, the group should be made aware of the structure and purpose of the technique, i.e. the intent behind it, prior to its application.</p>								
Online Implementation	<ul style="list-style-type: none"> <li>— in <a href="#">heiCONF</a>, via chat function or by calling on individual students</li> <li>— written <i>Lightning Rounds</i> can be implemented via <a href="#">padlet.com</a> or <a href="#">mentimeter.com</a></li> </ul>								

Adapted from:  
 Knoll, J. (1999). *Kurs- und Seminarmethoden ein Trainingsbuch zur Gestaltung von Kursen und Seminaren, Arbeits- und Gesprächskreisen* (8th ed.). Weinheim: Beltz Verlag.  
 Macke, G., Hanke, U., & Viehmann, P. (2008). *Hochschuldidaktik*. Weinheim: Beltz Verlag.



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