THINK-PAIR-SHARE

Purpose	This technique is especially useful for meeting students where they are, based on their different backgrounds and experiences. Thus, the method activates students' prior knowledge of a topic. It is also useful at the end of a unit, to help students process newly acquired information. Think-Pair-Share combines several learning formats: — Think: Working by yourself (=independent thinking) — Pair: Working with a partner (=exchange of ideas) — Share: Various formats possible (=exchange of ideas in a larger group) Working in pairs could lead to a phase of exchanging ideas in larger groups of several more students (see also technique *Growing Groups*), or the pairs could present their results and insights to the whole group.
Directions	The instructor provides tasks or asks questions that gradually increase in complexity and describes how to tackle each task (e.g. "You have just learned about topic x. Now we will begin a task about what you just learned. You will first consider it individually and then discuss your ideas in pairs before we compare our results in the whole group.") Think (2min.): "What needs to happen today so that the course can be a success for me? Please write down your answers." Pair (5min.): Compare and discuss your ideas with your partner. What must not happen? How can you contribute to your own success? Note this down as well." Share (10min.): "Okay, your time is up, so let's start collecting the ideas you discussed in pairs. Let's begin with you two up here: what did you find out? Did you write down similar things? Who has additional points? How are these related to the ideas we have already heard about from other class members?" Variant: After the discussion in pairs, another discussion follows, now in a group of four and with a secondary question to broaden or deepen the conversation.
Parameters	Group size: flexible Time required: depends on the number of 'share' phases Setup: flexible Materials: None required
Helpful Tips	This method does not have to be explicitly announced by the instructor, but it is recommended that the structure be explained and the individual tasks or questions to be discussed be outlined clearly so students know what to do.
Online Implementation	— In heiCONF, via breakout rooms

Adapted from:
Kaufmann, D., & Eggensperger, P. (2017). *Gute Lehre in den Naturwissenschaften*. Heidelberg: Springer Spektrum.