

Think--Pair--Share and Think--Pair--Share/Square

According to many teachers, the simplest cooperative learning structure/strategy is "Think-Pair-Share." While both Spencer Kagan who originated this term and Jack Hassard (1996) call this cooperative learning strategy "Think-Pair-Share," you may know it as "Turn To Your Neighbor" (Lundgren, 1994) or "Turn-To-Your-Partner" (Johnson, Johnson, Holubec, 1991). "Think-Pair-Share" requires each student to think about and respond to a question, discuss answers in pairs, then share their own or a partner's answer with the whole class or another group. Variations include writing answers and reading the other's answer(s), or discussing answers and constructing an answer that incorporates the best of each of the partners' answers. Each student of the pair may be given a predetermined amount of time for sharing his/her response.

After a pair of students has shared responses, that pair pairs with another set of partners to form a square, "Think-Pair-Share-Square." Students share their answers with teammates rather than with the class. As above, several variations can be used to help students construct learning. The whole group may decide that an answer they construct from all of the individual answers is superior to any of the original responses. Squares may share answers with the whole class or not.

"Think-Pair-Share" and "Think-Pair-Share/Square" are effective instructional strategies that can be useful during any stage of a lesson, but are most frequently used during the first few minutes (anticipatory set/motivation) or last few minutes (closure/summary/application).

Kagan (1998) suggests use of these structures/strategies for developing thinking skills, promoting communication skills and encouraging information sharing. He considers these tools that access verbal/linguistic, interpersonal and intrapersonal intelligences.

References Cited

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