

TOURNANTE (ROTATION)

Approx. duration: 30-45 min

Groups of: 5-6

Competencies involved: Listening, Speaking, Writing, Reading

Level: all

Required Material:

- Whiteboard and markers or large piece of paper/cardboard
- Laptop (optional)

This is a great activity to do early in the semester to help the students get to know each other. It's yet another fun variation of a standard pair-and-share task, but one that forces the students to move around the classroom, ensuring that they remain active and focused.

The first step is for the teacher to choose one or two note-takers in each group of 5-6 students. Ideally, those students should be selected randomly. Then, the other students in the groups are assigned a number (1-3 or 1-4, depending on the total remaining number of students). The groups must be as even as possible since most numbers will be called out.

Next, the teacher assigns a task, which can either be a complex open question or a problem-solving task. The students are given about ten minutes to answer it as a group and for the notetaker to write down the group answer on the whiteboard or on a piece of paper.

Description

Once the time is up, the teacher selects a number from 1-3 or 1-4 (based on the number of students who are not the note-takers) and asks all the students with the same number to switch groups (e.g. ask all students with the number two to move to the team to their left). The activity becomes more interesting at this stage, as bringing in a new student to each team keeps the discussion going. Moreover, the rotation forces team members to assess how far they've come since they have to explain to the newcomer where they are. [1] For this step of the activity and the next identical cycles (when other numbers are called out), the students are given five minutes to enrich their previous answer with the newcomer's input.

Once all or most of the students who were assigned a number are back in their original team, the activity can end with the notetakers sharing their reports with the whole class. [2]

TEACHER

- Topic selection and questions preparation
- Assessment and/or feedback tool preparation (optional)
- Activity instructions preparation
- Team formation

Preparation

STUDENTS

- Review of the evaluation criteria (if applicable)

Workflow

1. Gives the activity instructions.
2. Assigns one or two note-takers per team and assigns numbers.
3. Walks around the classroom to verify the students' progress.
4. Ensures transitions between sets.
5. Proceeds with a collective recap.

STUDENTS

1. Answer the questions as a group.
2. Write down their answers (note-takers).
3. Switch teams (when applicable).
4. Take part in the final collective recap.

TEACHER

- Formative or summative assessment of the answers using evaluation criteria that have previously been shared with the students
- Assessment of the overall activity

Evaluation options

STUDENTS

- Formative or summative assessment of other students' progress or self-evaluation, based on the teacher's criteria

Tips

- Designating two note-takers can ensure more equity within teams. They should switch halfway through the activity.
- The teacher can make the activity more complex by adding new pieces of information when students switch groups, in order to take the discussion even further. [3]

[1] Chamberland, G., Lavoie, L. & Marquis, D. (2003). 20 formules pédagogiques. Presses de l'Université du Québec.

[2] Ministère de l'Éducation, du Loisir et du Sport. (2011). La communication orale au primaire et au secondaire « Arrête de parler, on fait d'l'oral ». <https://cybersavoir.csdm.qc.ca/abc/files/2017/06/Pages-de-Formules-CO-25-06-2011.pdf>

[3] Innovation en moyens pédagogiques d'apprentissage actif pour le génie. (s. d.). Vignettes de pédagogie active : Tournante. Polytechnique Montréal. <https://www.polymtl.ca/vignettes/en/node/91>