

# FOCUSED LISTING

Approx. duration: 30-45 min

Groups of: 4-6

Competencies involved: S, L, W

Level: All

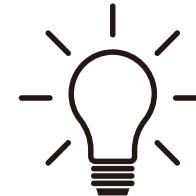
## Required Material

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

### Activity Description

Focused listing can be used at the beginning of a lesson or activity to assess the students' previous knowledge of a topic. It is also an effective recall activity that can be done at the end of a lesson or before an exam. In that case, it "[...] gives the teacher a clear idea of which specific subtopics the students recall and which they don't, allowing for more focused and effective review". [1]

First, the teacher should carefully select their focused listing topic, test it out before the class activity, and come up with their own focused list. In class, they give their students the focused listing topic as a keyword or a few keywords, without the list items. Depending on the topic, the team members must each come up with a list of terms or phrases. [2] The number of items can vary depending on the level (5-10).



Next, students within each team combine the most relevant elements of their lists into a new collaborative list, which can be transferred to a whiteboard or a collective piece of paper. [1]

After that, the teacher can reveal their own list to the students for further validation and/or enrichment of their own list items. Additionally, students can be asked to add a definition for each item and to briefly explain to their peers "[...] the relationships between the topic and the items and those among the items", thus "[...] reinforcing and deepening learning". [1]

### Preparation

#### TEACHER

- Topic choice and item list preparation
- Team formation
- Assignment explanation and topic assignment

#### STUDENTS

- Preliminary research (if applicable)

### Workflow

#### TEACHER

1. Gives the activity instructions and the topic.
2. Walks around the classroom to verify the students' progress.
3. Times the activity steps (optional)
4. Shares their item list.
5. Offers the students the additional activities (optional)
6. Proceeds with a collective recap (optional).

#### STUDENTS

1. Come up with their own list individually.
2. Share their list with their team and transfer the best answers to the whiteboard or paper.
3. Compare their team's answers to their teacher's.
4. Do the additional activities (definitions and explanations) (optional).
5. Finalize their list through the recap activity.

### Evaluation options

#### TEACHER

- Formative or summative assessment of the result using a basic evaluation grid that has previously been shared with the students shared in writing or verbally

#### STUDENTS

- Formative assessment of other teams' work using basic assessment elements shared verbally

### Tips

·Each activity step should be timed.

·Teachers must "choose a focus topic that is neither too broad nor too narrow [...]", as "Choosing one that is too broad will lead to wildly divergent lists, while too narrow a focus can lead to extremely limited and trivial lists." [1]

[1] Angelo, T. Cross, P. (1993). Classroom Assessment Techniques. Jossey-Bass Publishers, 427 pages.

[2] Innovation en moyens pédagogiques d'apprentissage actif pour le génie. (s. d.). Vignettes de pédagogie active : Liste ciblée. Polytechnique Montréal.