



THINK – PAIR – SHARE

ADAPTED TO A HYFLEX LEARNING ENVIRONMENT

COMPLEXITY	Effort to Facilitate:	Low	Medium	High
	Effort to Participate:	Low	Medium	High

WHAT IS IT?

Think-Pair-Share is one of the simplest an active/cooperative learning strategy that provides students with an opportunity to engage with course content in a manner that demonstrates both self-learning and collaborative learning. Think-Pair-Share is a useful pedagogical technique that instructors can implement at numerous times throughout a class by giving students an opportunity to reflect on a particular topic/idea discussed in lecture (THINK), pair up with a partner or small group (PAIR), and then share their understanding of that topic/idea (SHARE).

Depending on the number of students, students can be paired off in groups of 2-4. After the initial activity, the instructor can extend the activity into a whole-class discussion and debrief.

EQUIPMENT	YU Deluxe	YU Regular	OWL	Laptop/Zoom
COMPATIBILITY	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

ACTIVITY INSTRUCTIONS

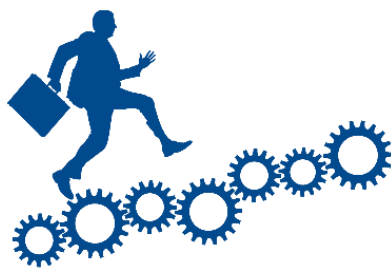
1. Present a passage of text, problem, scenario, question related to course material etc. to the students; for example, students may be asked to analyze a short passage/literary text/poem
 - ✓ Provide a handout with step-by-step instructions
 - ✓ Short texts may be printed on a handout to be distributed in class and also made available online for download
 - ✓ Make handouts available in advance via eClass course site, cloud drive, or web page
2. Give students time to individually engage with the content and privately reflect on it
 - ✓ Students will have their own interpretation of the material, so this gives them a chance to work through it first on their own
3. Divide students into groups of two (2) to four (4), or ask them to pair off with another student
 - ✓ In-class students may move around the room to join their group/partner(s)
 - ✓ Online students may be placed into breakout rooms to join their group/partner(s)
 - ✓ To maximize ease of interaction, ensure that pairs/groups are made up of students of the same type of attendance (i.e., members of any given group are either all present in class or are all online)
4. Ask students to share their own thoughts and critical reflections on the assignment with their partner(s) peers
 - ✓ Sharing one’s opinion with others allows for further development of critical thinking skills, exposure to different perspectives and interpretations, refining and broadening individual comprehension, and facilitating communal knowledge construction

5. After each participant gets a chance to share their insights with each other in a low-risk environment, give groups a chance to share what they discussed with entire class
- ✓ Intergroup interaction and discussion may be beneficial to students who may feel anxious speaking to larger groups or voicing divergent opinions
 - ✓ Consider asking each group to designate a ‘speaker’ to present their group’s conclusions
 - ✓ Give students the option to write down their contributions on large sheets of paper (in-person); ask online students to write their responses in the chat box, eClass course forum, on electronic whiteboard etc. This also provides the instructor with a written record to help assess each student’s contribution to (participation in) the discussion
 - ✓ Consider asking students to reflect on the whole-class group discussion in the form of a [one-minute paper](#) or similar debriefing tool.

LEARNING OUTCOMES

What skills will students gain?

- | | | | |
|--|--|---|---|
| <input checked="" type="checkbox"/> Reading | <input checked="" type="checkbox"/> Verbal comm. | <input checked="" type="checkbox"/> Presentation | <input checked="" type="checkbox"/> Reflection |
| <input checked="" type="checkbox"/> Active Listening | <input checked="" type="checkbox"/> Teamwork | <input checked="" type="checkbox"/> Critical thinking | <input checked="" type="checkbox"/> Argumentation |



This activity incorporates three distinct levels of learning – personal, interpersonal, and group – and allows students to actively engage in multiple phases throughout the activity. Think-Pair-Share can be used multiple times throughout a lesson to add interaction to the learning experience, or to serve as an impromptu check for understanding. Finally, it is a low-risk activity for students that allows them to voice individual perspectives and interpretations – and be exposed to differing perspectives – in a safe environment, without being seen as ‘wrong’ or ‘incorrect’.

TIME REQUIREMENTS

Activity	Time/student	Time/class
Engage with Content:		05-20 min.
Form Pairs/Groups:		05 min.
Form Initial Stance		05 min.
Discussion in Groups	05 min. x 2/4 (number of students in a group)	10-20 min.
Whole Class Discussion:		10-20 min.
Additional Debrief:		10-15 min.
TOTAL:		45 to 85 min.

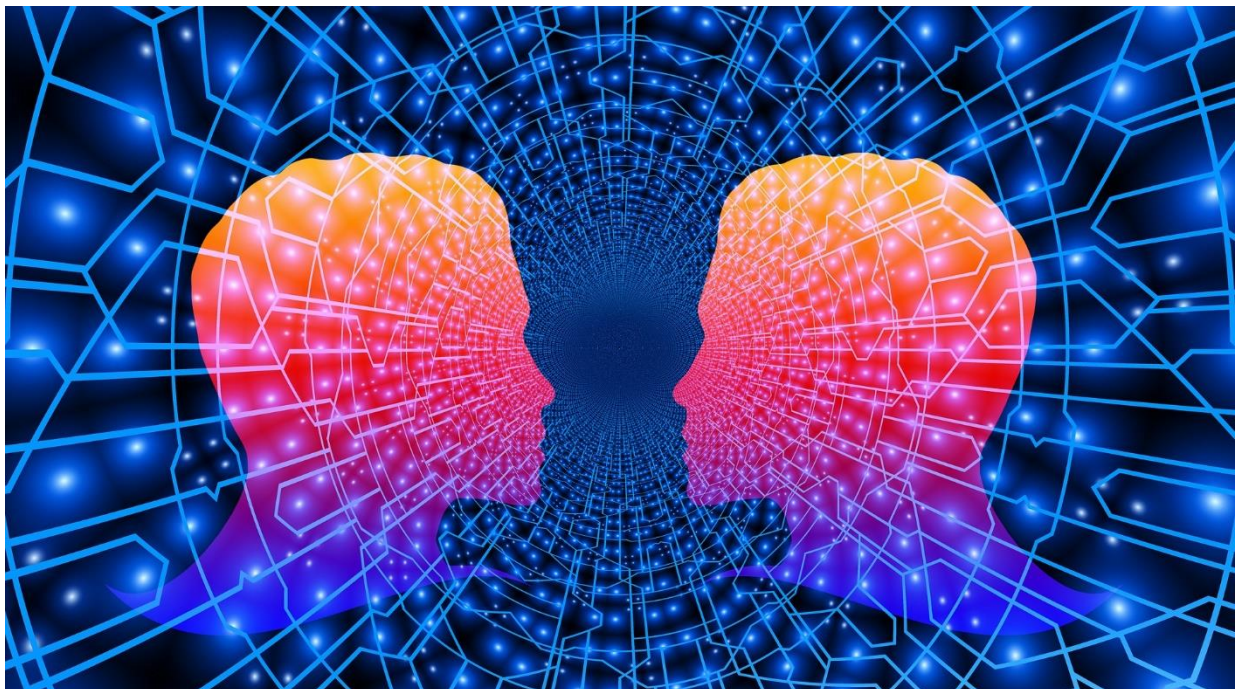
Note: time requirements are approximate, and may vary broadly from one exercise to another. Depending on the complexity of the material and the number of students and their prior learning experience with cooperative learning strategies, a Think-Pair-Share activity may be accomplished in as little as 15 minutes!

POTENTIAL CHALLENGES

- Significant differences in the number of students attending online versus in-class and/or odd numbers may render successful group formation difficult
- Keeping all students/student groups on task and organized
- Significant differences between group members (in terms of reading comprehension, cultural attributes and traditions, etc.) may cause structural imbalances and unequal power relationships between members of the same group, leading to some students' voices being heard more than some others'

HELPFUL STRATEGIES

- If students are unfamiliar with cooperative learning techniques, make sure you share (or encourage participants to collectively negotiate) the etiquette of civil discourse to be followed
- Ask students open-ended questions to engage their critical thinking skills; model the process beforehand
- Provide detailed instructions in print and electronically
- Set firm timelines to keep group discussions focused and on track, announce when students must take turns in sharing their opinions (consider appointing a timekeeper for the class)
- Walk around the classroom during the activity to make yourself available to each in-class group for questions; appoint an assistant to offer the same opportunities for additional guidance to online participants
- Consider recording in-person contributions (e.g., photograph posters or notes) to share on eClass so all students can see each other's reflections on the topic
- Allow asynchronous participation (e.g. use eClass 'Workshop' activity)
- Consider using class debrief for reflections (how to improve and what to do differently)



ADDITIONAL RESOURCES

Examples of Active Learning Activities. Teaching and Learning in Higher Education. Queen’s University
https://www.queensu.ca/teachingandlearning/modules/active/12_exmples_of_active_learning_activities.html

The K. Patricia Cross Academy (n.d.). Think-Pair-Share. Techniques.
<https://kpcrossacademy.org/techniques/think-pair-share/>

Kaddoura, Mahmoud. Think Pair Share: A Teaching Learning Strategy to Enhance Students' Critical Thinking. *Educational Research Quarterly*, v36 n4 p3-24 Jun 2013. Retrieved November 3, 2022, from <https://files.eric.ed.gov/fulltext/EJ1061947.pdf>

Prahl, Kristine. Best Practices for the Think-Pair-Share Active-Learning Technique. *The American Biology Teacher* 79(1), 3-8, 1 January 2017. Retrieved November 3, 2022, from <https://doi.org/10.1525/abt.2017.79.1.3>

Radhakrishna, R., Ewing, J., & Chikthimmah, N. (2012). TPS (think, pair and share) as an active learning strategy. *NACTA Journal*, 56(3), 84+. Retrieved November 4, 2022, from <https://link.gale.com/apps/doc/A305837077/AONE?u=anon~12399d76&sid=googleScholar&xid=371e112c>

Sampsel, Ariana, Finding the Effects of Think-Pair-Share on Student Confidence and Participation. (2013). *Honors Projects*. 28. Retrieved November 4, 2022, from <https://scholarworks.bgsu.edu/honorsprojects/28>

Would you like to learn more?

Contact us at Teaching Commons for additional resources, handouts, applications, courses, workshops, examples, advice, assistance, one-on-one consulting, and everything else related to teaching and learning. We are happy and eager to assist you!



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