Protocols for Synchronous Meetings

A.   *These protocols require preparation by students before the meeting.*

Role-playing: Students prepare to play an assigned or self-selected role in response to a prompt. This might be used to teach theory (Séance variation), professional roles (Masks variation), or work case studies.

Quotes: In response to a prompt, students each share a quotation from the reading in chat. Alternately, students might share a link to web artifact related to or representative of the ideas in the reading.

4 Corners: In preparation for class, students answer a single question with four possible results: strongly agree, agree, disagree, and strongly disagree. Use those response to assign students to heterogenous groups that will discuss the topic in breakouts in the next class.

Fishbowl: Individual student teams take turns weekly responding to specific weekly prompts assigned to the whole class. In class, one team explains their responses while the rest listen and write what they heard the team say and add arguments and statements that would strengthen the team's case or opinions. When the team is done, everyone posts their additions in chat and the class discusses the results.

Circle of Voices: Students prepare short responses to a given prompt. When they get into their breakouts, they take turns pasting their responses into the chat and then reading them. When all are done, the group discusses their reactions, and prepares to report back to the larger class.

Walk About: Students are assigned to groups designated as A, B, C, etc., which form their own breakouts in Teams and record their conversations. After the initial ten minutes, one volunteer moves to the next letter's breakout and shares what the original team discussed. The new group then spends another five minutes integrating the ideas of the two groups. *Students do not prepare anything for this exercise, but it should be explained to them thoroughly before the day of the meeting.*

B.   *These protocols do not require student preparation before the meeting.*

Chalk Talk: Students use a shared whiteboard to construct responses to a given prompt. A screen capture of the result is then shared with the class. Alternately, they create a concept map as a team.

Write Around: Students create a shared story on a wiki (such as a Google Doc). They take turns based on the first letter of their last name, starting with Z and working forward.

Panel Chair: If long-term teams are used, have one student each meeting listen to the group discussion and then summarize it at the end, without judgement. This role rotates each meeting.

Talking Stick: Only one student can speak at a time in the breakouts and each can speak for no more than one minute on their turn. The order of students speaking should change each time (by nearest birthday; alphabetically starting with A, or Z, or M; by age oldest first or youngest first).

Consensus Builder: Like Talking Stick, but each new speaker must begin by paraphrasing the previous speaker and then demonstrates how their own remarks relate to that of the previous speaker.