

Think Pair Share Explained

Imagine you are a student and the teacher has just asked the class the question "What factors might affect the rate of photosynthesis?" Immediately students around the room shoot up their hands and offer answers. You are still searching your memory banks to translate the words "factors" and "photosynthesis". You've finally got the meaning, now you are thinking about the possible answers. You think you have a viable answer, but you're not sure if it's right or exactly how to say it, and if you make a mistake others might laugh at you. By the time you have settled on an answer the teacher has already moved on and asked two new questions.....



How does 'think pair share' utilise formative assessment principles?

1. It presents an opportunity to gather evidence of learning and understanding

2. It provides opportunities to give feedback to drive learning forward

THINK

3. Learners begin by taking ownership of their own ideas and knowledge

Think/wait time allows students time to reflect on a question silently, giving them time to process the question, the language of the question, or to simply think of the language needed to convey the answer. Asking students to write down this answer provides evidence of their thinking and this often encourages students to reconsider their initial thoughts.

PAIR

4. It facilitates productive classroom discussion

Allowing students the opportunity to discuss their ideas with their partner, increases their understanding as they attempt to agree a final answer.

Children, need to talk, in order to think and to learn. (Alexander, R. 2006)

5. Learners are activated as instructional resources for each other

SHARE

Many students are more comfortable verbalising a "teams" answer to the class than they are expressing their own personal idea. It helps to develop students' confidence in speaking aloud in class and helps to develop communication skills

Click [here](#) to see a video of Think Pair Share in action in an Irish Science classroom.