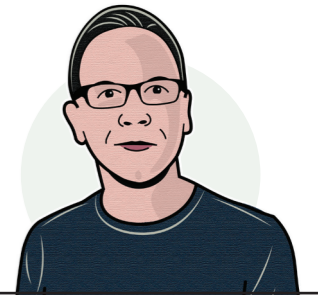


THINK PAIR SHARE

The key thing is to be able to switch to a Think Pair Share activity whenever you want to, responsively. It's important, therefore, to have a well-established routine for yourself and for the students.



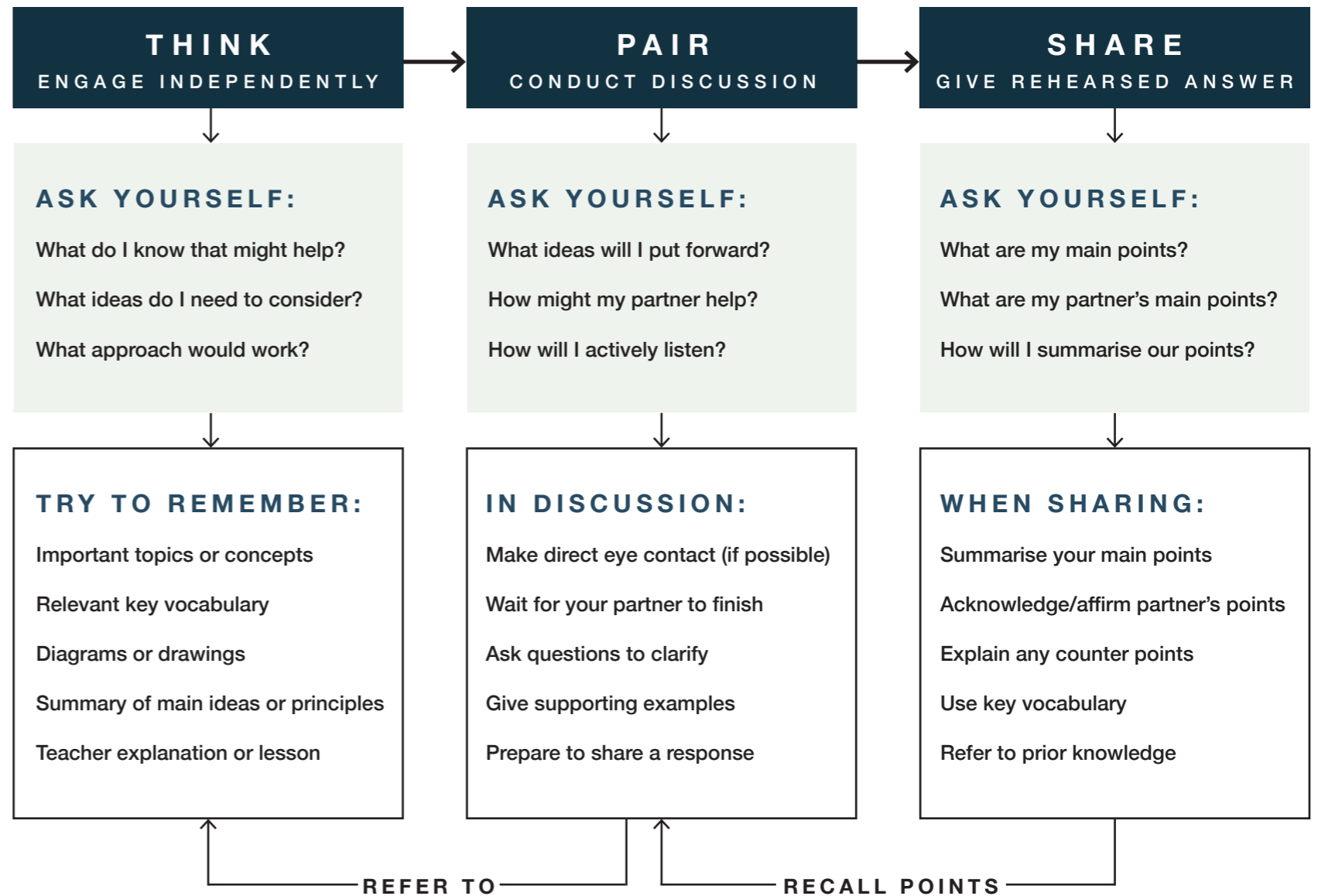
This one-pager summarises the TPS technique and is based on work by [Jamie Clark](#) and blog posts by [Tom Sherrington](#) & [InnerDrive](#).

TOM SHERRINGTON | @teacherhead

STRUCTURED DISCUSSION

TEACH STUDENTS HOW TO TPS

THINK: Each student thinks about the question individually and is encouraged to take notes. This stage helps to activate prior knowledge.
PAIR: Students pair up to exchange and discuss their ideas. Students should listen attentively and ask each other specific and nuanced questions.
SHARE: Students share their validated and may-be extended ideas with the whole class. They should explain their partner's main points as this helps to reduce the fear of failure for more reluctant students.



BUILDING ROUTINES

EMBED TPS OVER TIME

To get students to engage in the process properly, strong routines are a must. Scaffolds such as the one opposite and verbal prompts train students how to conduct structured discussions. Before they begin TPS, write the focus question or statement on the board. Aim to be as specific as possible - nothing too broad or vague. Provide a time frame for each stage of the TPS process or you might run the risk of it fizzling out. During the **THINK** phase, it is useful to get students used to recalling knowledge and writing down notes.

RESPONSIVE TEACHING

ENSURE TPS IS RESPONSIVE

When students are in the **PAIR** stage, it is essential that you monitor discussions and listen to their ideas. In your interactions, support certain students with careful questions or probe them to extend their ideas further. Make students aware that random pairs will be selected to share their points later. A useful strategy is to pre-select and ask one or two pairs to share their points in the final stage. During the **SHARE** stage, it is useful to capture a summary of points by writing students' ideas on the board. This helps make it concrete.



TPS offers a range of benefits that could be applied across a broad range of classrooms and or topics. It can help build on traditional classroom questioning and help facilitate an open and warm environment.

BRADLEY BUSCH | @BradleyKBusch | @Inner_Drive

DEVELOPED PERSPECTIVES

TPS PROMOTES PROBLEM SOLVING

If students are working with others, they are more likely to experiment with different techniques when solving a problem. This suggests that the phrase 'two heads are better than one' has some merit. Students learn by discussing each other's opinions and reasoning and provides different perspectives.

INCREASED PARTICIPATION

TPS MAKES STUDENTS FEEL HEARD

Think, Pair, Share can improve students' participation. The combined effect of individual preparation and receiving validation of their ideas from their partner increases students' self-confidence, making them more likely to speak up. This is especially applicable to shy students.

ADDED ACCOUNTABILITY

TPS GETS FULL PARTICIPATION

When students verbalise their ideas to their peers during the **PAIR** and **SHARE** stages, they learn to take responsibility for what they say as they become involved in the learning process of their partner's and the class. By sharing their partners answers, it helps students avoid repeating the same points.