|  |  |
| --- | --- |
| **Lesson Title** | **Gallery Walk: What Shapes Information?** |
| **Student Learning Outcomes** | 1. I can describe peer-reviewed sources in terms of both the review process and the scholarly conversation 2. I can identify peer review’s affordances and limitations 3. I can reflect on whose/which voices are not represented within the community of scholars. |
| **Assessments** (formative) | * Student responses/questions/comments * Group discussion * Reflections |
| **Supplies Needed** | * Sticky notes, writing utensils * Poster paper to hang from wall (at least 5) * Content for each poster * Digital copies of posters (optional) |
| **Length** | Approximately 60 minutes |
|  |  |
| **Warm Up**  10 min | Review information cycle, peer review process, what we mean by “scholarly.”  Explain how to complete gallery walk – hand out sticky notes and writing utensils, inform students they’ll have X minutes and to return to their desks when done. |
| **Activity, part 1**  20 min | Students silently visit each poster – at each station, they must either (a) comment on or react to what they see; (b) pose a question; or (c) respond to another student’s sticky note. Leave sticky notes on posters. (Instructor might need to model this beforehand.) |
| **Activity, part 2**  20 min | Whole- or small-group discussion about posters (can display digital copies of poster to facilitate this). Example discussion prompts: *I saw that X asked about X, what do you think? What surprised you? What didn’t make sense?* |
| **Reflection**  10 min | Before students leave, provide a final reflection question prompting them to synthesize their learning in order to demonstrate progress towards outcomes. For example, *how would you describe peer review to a friend? What are its pros and cons?* |

**Potential modifications:** Small groups create posters. Small groups respond together to a poster before posting on wall for silent, whole-group activity.

*-Gina Schlesselman-Tarango, 2017*