

# Gallery Walk Protocol

**Purpose:** *Engage students in the process of making their thinking public through the viewing of other students' works.*

## **Goals:**

- ☐ Make student thinking public
- ☐ Increase student understanding through “idea shopping”
- ☐ Promote a culture of revision and growth
- ☐ Promote positive student-to-student discourse
- ☐ Promote student’s ability to analyze quality of work products
- ☐ Promote equity and positive class culture
- ☐ Increase student ownership his or her work product

**Location in Unit:** *After the creation or revision of a student work product . Examples include but are not limited to models, explanations, concept maps, causal loop diagrams, graphs, etc.*

**Outcome:** *Students gain ideas and understanding through interactions with peer’s work products.*

**Room Set Up:** *The student work products are scattered around the room in locations that are highly visible. Students are either in groups of 2- 4 or working individually. Each group or individual has sticky notes .*

**Materials:** *Sticky notes for each group of students or individual student. Most use about between 3 to 6 sticky notes during lesson.*

**\*\*** *When I do gallery walks in my classroom, peer feedback is always provided. I structure feedback using the [Accountable Language Stems: Peer Feedback](#) sheet.*

## Procedure:

### *(1) Set up the ground rules:*

- Define "idea shopping": students look at each other's work and collect ideas to add to his or her understanding
- Students are to provide feedback on other student's work by leaving a sticky note with constructive feedback (using the feedback sentence stems)
- While the students walk around they cannot take pictures of other people's work or write down ideas.

### *(2) Gallery Walk Version A (Stations)*

- Set a limit for a period of time each student/ group at each work product (normally 3- 5 minutes)
- Each student/ group spends the allotted time at the work product and provide feedback
- After the time, students rotate to a new work product and the process is repeated.
- If students are looking at group work products, they might see all of the examples in a class period. If students are looking at individual work products, they might see just some of the examples during a class period

### *(3) Gallery Walk Version B (Freeform)*

- Set a requirement for the number of examples each student/ group needs to visit
- Students spread out and wander between the work products. When they visit the work product, they examine it and leave sticky note feedback
- Normally, I do not allow more than 2 students at a work product or one group at a work product.
- If a group or student is spending too much time at a work product, I quietly remind them to move along.

### *(4) Revisit the students own work product & revise:*

- Students return to their own work product and review the feedback left
- Students revise or make a plan for revision using the feedback left and the ideas gained while "idea shopping"