

## Question and Answer Pairs

Question and Answer Pairs involves students asking and answering questions on a topic. It can be used to clarify learning on a subject, as a review activity, or as preparation for a test. The strategy is a variation on the concept of 2 students working together to complete a task.

**Student Level:** Any Level

**Class Size:** 3 – 60

**Ease of Use Rating:** Easy

### Activity Description:

The activity can be done in a large circle or in rows of desks. "As the students are seated in a large circle (or in rows), they number off 1 – 2 – 1- 2 etc... The '1's' are told that they will not be moving. The '2's' are told that they will be moving throughout the activity." [1]

Students are then provided with a number of questions to discuss and answer, the questions may be the end of chapter, review questions, or something more developed like a worksheet that asks a series of questions pertinent to your course.

A 1 & 2 student pair up, and discuss the best answer to the first question. The students will be moving clockwise in a circle or from front to back if they are in rows. Instructors should gauge the amount of time before the "2's" are told to move to their left (or back), and meet the next 1. Each pair then answers the next designated question. This continues as the 2's circle around the room until they are back at their own original seat and they have answered all questions. Students should be encouraged to discuss all of their answers with their 'partner' and make note of any answers they are not sure of. [1]

As an extension of the activity, students can 're-circle' and answer the questions that they are unsure of or did not answer with the original 'partner'. Students would start from their original seat and begin the cycle again, answering only one question at a time in each pair. During this cycle students may not all be answering the same questions at the same time, the instructor must be aware of this fact as he/she gauges the time. This 're-circle' will allow students to get others students' perspectives and eliminate some confusion or questions.

If there are still concerns or questions, the instructor may opt to discuss the questions with the whole class or allow students to investigate the answers in their own studies.

### Research and Applications:

[1] *Ten Techniques For Energizing Your Classroom Discussions*: From the Grand Rapids Community College Center for Teaching and Learning. [On-line]