BUZZ GROUP

Purpose

Buzz sessions are short discussion activities that are built into a larger session in order to stimulate discussion and provide student feedback. The purpose of the activity is to identify topics of interest, engage participants with a topic and relate it to their own experience.

Preparation

Material
post-its, pens

Room
a room with enough space, a big table and chairs to form in a circle.
a blackboard or a movable board to fix post-its.
Buzz groups may talk standing or while sitting.

Duration
About 20-30 minutes
- buzzing (3-5′)
- writing (1′)
- sharing feedback in the plenary (5-20′)

Target group
student teachers, student teachers in internship, students (up to 25-30 participants)

Setting
S-PLCs in seminar or internship (but not more than twice a year)

Application
beginning / middle / end of the S-PLC work

Description of the Activity

1. The lecturer asks students to form small groups (2-3 people) with their immediate neighbours. The groups can move from their original place or remain where they are (depending on the room).

2. The groups are asked to discuss a question and record their answers on post-its (one post-it per answer).

3. The buzz groups should talk for 3-5 minutes without interruption. The organizer should give a 1-minute warning before the end of the buzz time to allow the discussion to flow without stopping.

4. The group must then write their main ideas on the post-its.

5. When the time is up, the post-its are collected.

6. All participants should go back to their original places. The post-its are read aloud and stuck onto the board. Clusters of similar post-its should emerge.

7. Students are invited to share their reflections on the topic or briefly summarize their own significant experiences of the topic in the session.

8. The lecturer closes the session by referring to the progress of the group.

Additional information

Alternative

Possible Questions for beginner S-PLCs to relate the issues to themselves
and reason why they become a teacher:
How to become a good teacher?
Why did you decide to become a teacher?

Possible Questions for advanced S-PLCs:
What does pedagogical leadership mean to you?

Learn more

- Arivananthan, Meena (2015). Knowledge Exchange Toolbox. Group Methods for Sharing, Discovery and Co-Creation. UNICEF. https://www.unicef.org/knowledge-exchange/files/UNICEF_ Knowledge_Exchange_Toolbox.pdf
- Brewer, Ernest W. (1997). 13 Proven Ways to Get Your Message Across. The Essential Reference for Teachers, Trainers, Presenters, and Speakers. California: SAGE, pp. 72-79.
- World Bank (2015). The Art of Knowledge Exchange: A Results-Focused Planning Guide for Development Practitioners, Second Edition Updated. Washington: World Bank Group. https://openknowledge.worldbank.org/handle/10986/17540