



INNOVATIVE TEACHING STRATEGY - THINK, PAIR & SHARE STRATEGY

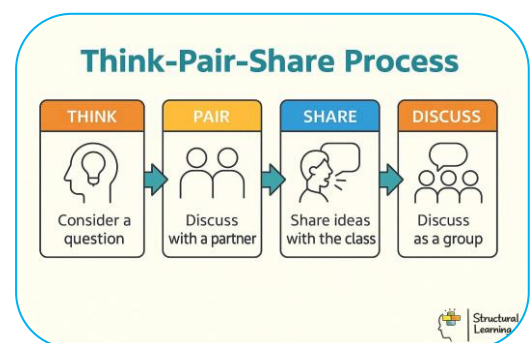
Vijay Dunda Katade
Z.P.Primary School, Ranad, Akole.

INTRODUCTION:

Teacher uses many strategies for improve student's learning. The Think, Pair, Share strategy is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps:

1. **Think:** Students think independently about the question that has been posed, forming ideas of their own.
2. **Pair:** Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
3. **Share:** Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

Think-Pair-Share is a cooperative learning strategy that can promote and support higher level thinking. The teacher asks students to think about a specific topic, pair with another student to discuss their own thinking, and then share their ideas with the group.



Steps

- Decide on how to organize students into pairs.
- Pose a discussion topic or pose a question.
- Give students at least 10 seconds to think on their own. ("think time").
- Ask students to pair with a partner and share their thinking.
- Call on a few students to share their ideas with the rest of the class.

Benefits of Think-Pair-Share

- When students have appropriate "think time", the quality of their responses improves.
- Students are actively engaged in the thinking.
- Thinking becomes more focused when it is discussed with a partner.
- More of the critical thinking is retained after a lesson if students have an Opportunity to discuss and reflect on the topic.
- Many students find it safer or easier to enter into a discussion with another Classmate, rather than with a large group.
- No specific materials are needed for the strategy, so it can easily be incorporated into lessons.
- Building on the ideas of others is an important skill for students to learn.

Strategy in Practice

- Before introducing the Think-Pair-Share strategy to the students, decide on your target for this lesson. You may choose to use a new text that the class will be reading, or you might want to develop a set of questions or prompts that target key content concepts that you have been studying.
- Describe the strategy and its purpose with your students, and provide guidelines for discussions that will take place. Explain to students that they will (1) think individually about a topic or answer to a question; (2) pair with a partner and discuss the topic or question; and (3) share ideas with the rest of the class.
- Using a student or student(s) from your classroom, model the procedure to ensure that students understand how to use the strategy. Allow time for students to ask questions that clarify their use of the technique.
- Once students have a firm understanding of the expectations surrounding the strategy, monitor and support students as they work through the steps below. Teachers may also ask students to write or diagram their responses while doing the Think-Pair-Share activity.

Objectives:

1. To plan Think-Pair-Share strategy for the teaching of Science for Std.9th students.
2. To find out effectiveness of Think-Pair-Share strategy

Hypotheses:

There is no significant difference between the mean achievement test scores of experimental group and control group after experimentation.

Method: Experiment method & two matched group design is used for this research.

Sample : The sample of the study consisted of 60 students studying in Std.7th. In control group and experiment group there were 30 students. Student's achievement test marks considered for dividing students in experiment and control group.

Tools: A test in Science constructed and validated by the investigator.

Procedure: Two group experimental designs were adopted. He selected Science topic for this research. Researcher plan Think-Pair-Share Strategy on that topic. To plan Think-Pair-Share Strategy researcher discussed with Science subject's Professors, teachers, Experts. He study Think-Pair-Share Strategy examples on internet. Researcher made a test & checked by some experts.

The students of experimental group were taught with the Think-Pair-Share Strategy and the control group through the lecture method by researcher. He taught the topic for 4 hours on control & experiment group. After the treatment period, post-test was administered for evaluating & to see effectiveness Think-Pair-Share Strategy. The collected data were subjected to statistical analyses and the results obtained were interpreted.

Interpretation:

	Experimental group	Control group
N	30	30
Mean	15.2	9.07
S.D.	1.96	2.02

The 't' test is applied to test the significance of difference between the mean test scores of the experimental group and the control group. There is one tailed hypothesis. The difference between Mean as 6.13. The 't' value is 11.56 & df is 58. The 't' value is 2.000 at 0.5 level & 2.660 at 0.01 level. The 't' value is more significant, so null hypothesis was rejected. Hence, we can say that the Think-Pair-Share Strategy increased the achievement of the students.

CONCLUSION:

The results of this study reveal that Think-Pair-Share Strategy has an impact in teaching Science to Std.9th students as compare to lecture method.

REFERENCES:

1. Best J.W., Kahn J.V.,(2008); Research in Education, 10th Ed., New Delhi, Prentice Hall of India Pvt. Ltd.
2. Kothari C.R., (2009); Research Methodology Methods & Techniques, 2nd Ed., New Delhi, New Age International Publishers.
3. Novak, J. D. & Gowin, D. B. (1984); Learning how to learn, New Tork: Cambridge University Press.
4. Novak, J. D., Gowin, D. B. & Johansen, G. T. (1983); The use of concept mapping and knowledge via mapping with junior high school Science students. Science Education, 67 (5), 625-645.
5. Matthews ,William J. constructivism in the classroom, Epistemology, History and Empirical Evidence,
6. www.constructivism.com
7. <http://chiron.valodsta.edu/whuitt/col/cogsys/infoproc.html>
8. http://carbon.cudenver.edu/~mryder/itc_data/constructivism.html
9. www.eworkshop.on.ca/edu/pdfPopup.cfm?p=Mod08