

## 2. WHO'S THE EXPERT?

*"Who's the Expert?" provides an opportunity for learners to identify and articulate key concepts regarding the target knowledge. As such, it is an effective way to introduce a new topic or solidify an understanding after previous study.*

### Directions:

A. Have students count off to form seven groups. Give each group a flip chart page, a black marker, and a handout containing about 10 key concepts as articulated by actual experts in the target knowledge (e.g., causes of inflation, benefits of learning math, research findings for genetically modified food).

B. Direct students to read the experts' statements aloud within their group and then discuss the *key concepts* or *essential truths* about the topic. Each group's goal is to compose a statement about the topic that will convince others that their statement was written by an expert on the topic. Allow 10-15 minutes for groups to write their "expert" statements on the flip chart page (keeping them hidden from other groups), and deliver them to you.

C. Meanwhile, using a black marker yourself, write on a flip chart page a statement from a recognized authority on the target knowledge (one *not* on the handout). Mix in this expert's statement with the students' statements, and have volunteers post the eight flip chart pages around the room. Announce that you have added a statement by an expert on the topic, and, if appropriate, give students information about that person.

D. Provide each student with two stick-on colored dots and conduct a Gallery Walk. Direct students to place their dots beside a statement they believe comes from the expert. They can award both dots to the same statement or split them up.

E. Discussion: Read the statement that received the third-most dots. Ask what *key concepts* or *essential truths* it embodies about the target knowledge. If written by students, congratulate the team that wrote it. Repeat for the statement with the second-most dots and then for the entry with the most dots. If the actual expert's entry is not among the top three, identify it, have students comment on why it got fewer votes than the three top picks, and celebrate the thoughtful, creative work of the groups whose entries outscored the expert.

### F. Debrief:

- Tell students: "Write one sentence that captures key concepts or essential truths about [the topic]."
- Tell students: "Turn to a neighbor and share/compare what you wrote."
- Lead a Large-Group Discussion: "Who'd like to read what you wrote...or nominate your partner?" Continue the discussion, guiding students to discover the learning objectives.

USE or ADAPT (be specific about the **purpose** and the **directions**):