

Poster Gallery Walk

From Phase 5: Presentation and Final Reflection

Phase five is the final phase. In this phase, not only the information gathered is collected and saved, but there is also the possibility of a reflection of the teaching series as a whole and feedback from all participants. Therefore, the methods in phase five have an evaluative character.

a) General information

Time frame: Phase of a lesson, presentation of results and final reflection

Social form(s): Individual work, group work, pair work, and plenum

Number of people: variable

Short summary: This method allows participants to be actively engaged as they walk throughout the classroom designed as a gallery to present their findings. Beforehand they have worked together in small groups to share ideas and respond to meaningful questions, documents, images, problem-solving situations or texts they have prepared for presentation in the gallery. This method can especially be used for a reflection phase or present results. By giving the participants an opportunity to creatively think about a way to present their results to the others they can rethink their results at the same time and deepen their knowledge.

b) Description of the method (preparation, working steps, aim)

To prepare a Gallery Walk, the lecturer may prepare a poster template for all participants. The lecturer should give the timeframe of preparing the poster and at least give certain topics that have to be on the poster so the method is not open for participants that need more guidance or have never done a poster before. The lecturer could also prepare an example for the whole group. After making a timeframe for preparation the lecturer should also include a reflexion phase and guiding questions when the participants walk through the room they examine the results of their fellow participants.

1. Preparing the poster with participants' results.
2. Giving participants the chance to walk and examine the posters for a first time.
3. Giving the participants guiding questions for the Poster Gallery Walk.
4. Coming together for a group evaluation and reflect about the process of making the poster and the results of the others by using the guiding questions.

After completing a research or supervised self-study to discuss findings and implications with the whole class, the method gives participants the chance to present their work and get peer-feedback and/or feedback from the lecturer. Questions and problems can be discussed in the plenum. Participants appear as experts in their research field.

c) Reflecting questions on how to implement the methods in programmes for (recently) immigrated and refugee teachers

How can the participants and lecturers contribute their knowledge in a way that does not culturalise?

If the posters of the Poster Gallery Walk are on topics concerning heterogeneity results of the working process have to be visualised in a non-stereotyping way. At the end of the walk, in the reflection phase, the lecturer as a moderator has to be aware of stereotyping by the group as well as him or herself. Awareness is a very important aspect; pictures and symbols should be chosen carefully.

What must be considered so that this method does not lead to stereotypes and/or discriminatory categorisations?

see previous question

How to work with this method in a language sensitive way/how to include multilingualism?

The Poster Gallery Walk gives the participants the opportunity to not only include text but also pictures and symbols, tables or charts. Information can be given multilingually. Also, it is possible to give further information about the results in the reflection phase afterwards, where all participants can communicate on their own language level.

The reflection phase gives opportunities to work in a multilingual way if the lecturer speaks more than one language or fellow participants can translate into their first language.

How to use this method in a participatory way?

This method is participatory, if the lecturer is not giving guiding questions and topics but when the participants can choose them by themselves and agree on them.

Possible variations of the method

Before learners go back into the plenum the group could split up into two groups and one group is the experts and answers questions about their posters and the other one is walking around to examine the posters. After some time, these groups change. Afterwards, the whole group goes back into the plenum.

Examples/possible topics

This method is useful, e.g. for the topic of heterogeneity in school. On individual posters ideas for the inclusive design of different areas of the school (learning rooms, schoolyard, school library, computer room, school canteen, sports hall etc.) could be presented. The individual elements could then be combined and interlinked in a joint discussion.

The method is also useful for the topic of human rights (or subsets of human rights such as children's rights or the rights of people with disabilities) or anti-discrimination policy. Specific rights/policies could be presented on each poster, which could subsequently be discussed in an overall context.

Following a suggestion of some questions that could accompany the reflection on the Poster Gallery Walk across different topics:

1. Do I get all the information I need?
2. What is missing?
3. What inspires me?
4. Do I have to do further research?

d) Further information

As an example “Facing History and Ourselves” Gallery Walk. Available at:

<https://www.facinghistory.org/resource-library/teaching-strategies/gallery-walk> [29.02.20].



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