



# 3-2-1 Technique



## WHAT IS IT?

**3-2-1** is a graphic organizer assignment that challenges students to consider what they have just learnt, what they found interesting about it, and what they think they still need to know. It is a flexible technique that can be used across many different disciplines and fields. It could be used after a reading assignment, a lecture, a group activity, or other activity. It could be completed in or out of class. Moreover, while students most often complete the **3-2-1** template as a graphic organizer, it could also be modified and used as a discussion technique. In this modified form, the instructor can use the **3-2-1**/key questions as discussion prompts. Finally, **3-2-1** could be used as a prompt for a research assignment.

- In **3-2-1**, a) 3 things are written by Students that they learnt in the lecture,  
b) 2 things are found particularly interesting from the lecture,  
c) 1 question is still about the lecture content

ACTIVITY TYPE	TEACHING PROBLEM ADDRESSED	LEARNING TAXONOMIC LEVEL
<ul style="list-style-type: none"><li>❖ Active/Engaged Learning</li><li>❖ Graphic Organizing</li><li>❖ Reflecting</li></ul>	<ul style="list-style-type: none"><li>❖ Low Motivation/Engagement</li><li>❖ Surface Learning</li></ul>	<ul style="list-style-type: none"><li>❖ Application: Analysis &amp; Creative Thinking</li><li>❖ Learn how to learn</li></ul>

## WHY USE IT?

- ❖ **3-2-1** provides opportunities for instructors to use the activity as is or adapt it to accomplish specific goals.
- ❖ It helps students consolidate and reformulate information they have just learned.
- ❖ It also provides scaffolding for support for thinking through new information.
- ❖ **3-2-1** responses are relatively easy to assess, and the responses can help you target future instruction.
- ❖ Simply look across responses for each prompt to identify areas of commonality and to gauge whether students met the instructional goals.

## HOW DO I DO IT?

1. Clarify your teaching purpose and learning goals for **3-2-1**
2. Identify the learning task's underlying problem and craft the prompt
3. Set assignment parameters for completing the prompts
4. Develop a plan for learning assessment or grading
5. Communicate assignment instructions to students
6. Implement the technique
7. Reflect upon the activity and evaluate its effectiveness



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## WHAT SHOULD I CONSIDER?

**3-2-1** can be used in many different ways and to accomplish many different goals, it is critical to develop a specific prompt that helps students accomplish their goals. It focuses the prompt on a particular reading, lecture, or other activity.

- Explain three types of behaviourism
- Identify two ways of conditioning
- Provide one way to reinforce good behaviour, punish bad behaviour and encourage extinction of bad behaviour

### VARIATIONS:

- Compare and Contrast 3-2-1: Ask students to record three similarities between two items, two differences, and one question they still have about them.
- Reading 3-2-1: When completing a reading assignments, ask students to record three of the most important ideas from the text, two supporting details for each of the ideas, and one question they have about each of the ideas.
- Pyramid 3-2-1: Create a handout with a triangle divided into three sections horizontally.
  - ❖ In the bottom section, ask students to record three things they learned for the day.
  - ❖ In the middle section, ask students to record two questions they have.
  - ❖ In the top section, ask students to describe how the information learned is applicable to their everyday lives.



## WHAT IF I WANT MORE?

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