

## Possible Sharing Formats

<b>Fishbowl</b>	Students form a circle around the group sharing its creative work. The group in the middle shares either its individual creative ideas or its products, or, if the group engaged in the creative work together, it may share as a group. The students on the outside observe without interacting. They may jot down observations or strengths, or form questions they may ask following the session.
<b>Author's Chair</b>	A special time and place are set aside for students to share their creative work (usually writing but it can be other creative forms), with the authors or creators taking a seat in a place where they can see their classmates and receive their feedback. The primary response from the audience comes in the form of celebrations and in-depth questions.
<b>Panel</b>	A small group of people share with the intention of discussing a particular creative effort, especially one that has implications outside the group. (For example, the group may discuss whether a service project will meet the needs of the group it's aiming to serve.) The discussion is highly reflective in nature.
<b>Topic Talk</b>	A group of people gathers to engage in a specific learning conversation related to the area of creative inquiry. Teachers expect the group to use domain-specific language and elevated discussion based on a deep understanding of the topic. During this discussion, the group also explores the methods it uses to create and the processes that enhance products or performances.
<b>Hot Seat</b>	The student adopts the persona of another person, often a historical or literary figure or someone who is otherwise well known. The audience asks questions, and the student answers based on his or her chosen persona. This strategy requires a good deal of background knowledge.
<b>Discussion Circle</b>	Small groups of students gather to discuss a topic in depth. This creative expression strategy is most useful in contexts where learners are moving quickly between exploration, elaboration, and expression, often returning to the beginning again following the discussion. Each member takes a turn at responding to either the problem itself or the previous person's reflection on the problem.
<b>Read and Respond</b>	In this strategy, the chosen method of expression is written form. After a student shares a creative product, performance, or service (expression), each audience member responds in writing to the experience, directly addressing the author. The author has time to respond verbally or in writing to each audience member.
<b>Chalk Talk</b>	In this strategy, students do all their thinking silently, on paper. In a creative context, the audience offers responses to work through the written word or through images only. Verbal responses are withheld.
<b>Digital Sharing</b>	This strategy works when it is impractical or perhaps not possible for the audience to physically be in the room. The creative work is shared digitally, and the audience responds digitally as well. Many programs and apps facilitate this kind of sharing.
<b>Peer Response Groups</b>	Groups of students give and receive feedback on creative tasks. Each student has a specific role in the response. For example, one student may collect evidence of success, while another may formulate questions.
<b>Presentation With Q and A</b>	The audience asks questions about either the student's <i>creative process</i> (how he or she arrives at the driving questions, how the student uses materials, or how he or she resolves challenges) or the <i>end result</i> (product, performance, or service).
<b>Carousel</b>	Multiple students place their work around a classroom space and students rotate through each sample, offering suggestions, connections, and questions on sticky notes.