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## GALLERY WALK;

## An Alternative Learning Strategy in Increasing Students' Active Learning

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**Abstract**

Hasanuddin University of Makassar, Indonesia, has changed its pedagogical paradigm from teaching to facilitating. The training contains strategies in managing the classroom, particularly in engaging and facilitating students in the learning process. Specifically in the Arabic language classroom, for the last 6 years. The present study outlines an action-research approach to the Gallery Walk, a practice that has proven to be successful in incorporating these strategies, to create an active-learning environment. The purpose of this classroom-based action research is to describe Gallery Walk implementation, and to analyze the effect of Gallery Walk and its modifications, in increasing students' participation and learning. In terms of method, reflections and a questionnaire were used to collect data from 29 participating students. The questionnaire contains questions related to students' knowledge, skills, and attitudes. The data was described and analyzed in quantitative fashion. The results show that the Gallery Walk exercise can effectively engage students in the learning process. The students can obtain knowledge effortlessly, utilize their skills in understanding the topic discussed and create a constructive attitude towards other students. The conclusion can be drawn that the four Gallery Walk sessions can significantly lead students to participate broadly in the learning process.

**Keywords**: *Gallery Walk, learning strategy, Arabic proficiency*

**INTRODUCTION**

From teaching to facilitating is a new pedagogical paradigm that Hasanuddin University of Makassar has adopted into its learning process. Therefore, LKPP which stands for Leambaga Kajian dan Pengembangan Pendidikan (The Institute of Educational Development Studies) that focuses on lecturers' capacity building has trained most of the lecturers to implement Students Centered Learning (SCL). SCL provides lots of learning strategies that engage students in the classroom as De Potter dan Hernac cited in [1] stated that "learning process can occur in several ways such as 10% is reading, 20% is from listening, 30% is from seeing, 50% is from seeing and listening, 70% is from saying and 90% is from saying and doing." Similarly, [2] confirmed that "instructional activities involving learners in doing things and thinking about what they are doing."

Arabic Proficiency (AP) 2 Course in which this classroom based research was carried out is an advanced and compulsory as well as a-four credit course. Students registering in this course must pass Arabic Proficiency (AP) I Course. Among the courses, these both courses are the only ones taught twice a week in the curriculum of Department of Arabic. Similarly with AP 1, AP 2 is still focusing on 4 skill of Arabic proficiency namely 1) *Istimā* (Listening), 2) *Kalām* (Speaking), 3) *Qirā'ah* (Reading) and 4) *Kitābah* (Writing).

There have been several learning strategies implemented in this class such as direct learning, translation method and contemporary methods namely Jigsaw, Think-Pair-Share (TPS), and Gallery Walk, etc. However, there has not been yet any research done to find out which learning strategy is well implemented and facilitate students learning effectively. On the other hand, as a teacher and other teachers may find in the reality that some students have score oriented and not insight earning in the learning process. This fact cannot be denied as one of the indicators that learning process is successful by looking at the final score that students obtain at the end of the semester. In addition, the concept of KKNI (Indonesia National Qualification Framework) [3] allows students to explore their knowledge.

One of the big issues that is found the after lunch class is feeling heavy-eyed not only coming from students but also the teachers themselves. AP 2 course is offered after lunch break with the assumptions that students have just finished their lunch. As a result, they feel tired and sleepy in the classroom. Therefore, as a teacher, there should be a well planned lesson plan to keep the students engaged in the learning process. One of which is the implementation of Gallery Walk.

The previous study investigated by [4] "indicated that students perceived Gallery Walks as significantly more involving than the lecture of the class while the Wikis were perceived on the same level of involvement with the lectures. In addition when directly comparing the two strategies, Gallery Walks were perceived as significantly more involving than the Wikis. This last finding suggest that active learning classroom activities such as Gallery Walks have a stronger and quicker impact on the dynamics of the classroom while online tools like Wikis provide an out–of–class extension of the activities that are initiated and facilitated during the lectures." Conversely, [5] investigated that there was a significant difference between students who were taught by using Gallery Walk and students who were taught by using conventional method in term of students' achievement.

This research aims to find out four types of Gallery Walk and its modification as well as the effect of Gallery Walk in increasing students' participation in the classroom. The definition of Gallery Walk as [6] said that it is a group visit to other group work in which participating students can share and contribute as well as listen to other participants thoughts and ideas. In line with [6], [7] defines Gallery Walk as a structured discussion in which small groups rotate and respond to prompts or questions posted around the classroom. Moreover, this strategy helps students refine their understanding of texts to meet reading expectations and engage in group conversations to meet speaking and listening expectations. Similarly, [8] said that Gallery Walk connects learners to each other and learners to the training topic in a number of interesting, interactive ways.

Meanwhile, [9], a newsletter created by Texas Education Service Center Curriculum Collaborative defines Gallery Walk is a discussion technique that allows students to work together in small groups to share ideas and respond to meaningful questions, scenarios, and/or texts. CScope also emphasizes the benefits of Gallery Walk implementation in which students 1) Share ideas and are exposed to ideas of others, 2) Speak, listen, negotiate, and build consensus. 3) View the work of others and explain their own work. 4) Collaborate, analyze, evaluate, and synthesize. 5) Practice public speaking.

The steps of Gallery Walk implementation [10] can be seen below:
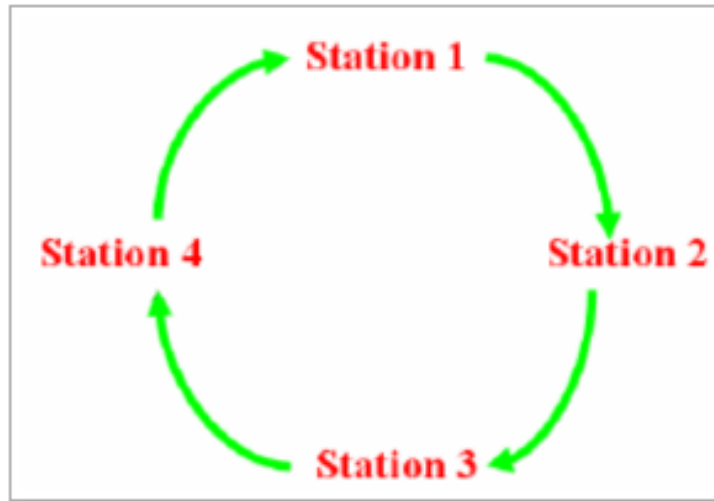
Fig 1. Gallery Walk Implementation

According to figure above, Gallery Walk is done through several ways as follow:

1. The facilitator groups the students into several small group discussion depending on the number of topics explained in the classroom meeting.

2. Each group member discusses the topic given

3. The group conclusion is written on the flipchart And then posted on the classroom wall.

4. After posting, the facilitator invites all group members to stand in front of their posted paper.

5. The facilitator begins to deliver the instructions that all group members will visit other groups papers and observe, think critically as well as

6. The visit will come to an end when all group members arrive back in their paper.



Fig.2. Students in group observe the feedback from other groups.

**METHODS**

The participants of this research are 29 students. All of them were taken from batch 2015. These students consist of 11 male students and 18 female students. Many of them graduated from Islamic Borading Schools and the rest is from public and private schools. As AP 2 is a compulsory, all students must register this course. The data was collected through distributing survey at the end of the semester. The survey covers konowledge, skill and attitude aspects. The knowledge one appears in eight questions namely be able to: 1) catch ideas in short conversations easily, 2) explain ideas to other classmates, 3) express general expressions in the classroom, library, dormitories, etc., 4) arrange short and long sentences easily, 5) recognize the writing errors in reading, 6) arrange Arabic sentences based on the grammar/structure, 7) arrange Arabic alphabets to become a word easily, and 8) distinguish Arabic alphabets which have the same sound.

Meanwhile, the skill consists of 6 questions namely be able to: 1) utilize his/her own critical thinking in the learning process, 2) utilize analytical skill in the learning process, 3) express his/her ability to speak publicly in front of the classmates, 4) conquer his/her feeling of awkward when speaking in front of the class., 5) propose questions and address the questions well, and 6) realize the importance of communication among the classmates.

The las aspect given in the questionnaire is attitude which covers 9 question such as 1) realize the importance of group work, 2) the classmates help understand the topic being discussed, 3) Listen to a the classmates when speaking, 5) address the questions confidently, 6) interupt the classmates politely, 7) be responsible of the task given, 8) be motivated to participate in the class broadly, and 9) the classmates are not egositic and dominating. Reflection session were also done to find out the reaction of students after each Gallerw Walk was implemented.

The reflection consisted of question such as students learning experiences, what impacts they gained during the Gallery walk imlementation, positive attitude towards the future learning. In addition, questions in reflections were also integrated in the survey which was done at the end the semester. All data were described and analyzed in quantitative fashion.

**RESULT AND DISCUSSION**

**Implementation**

The study applied one original Gallery Walk and its 3 other modifications as follow:

**Gallery Walk (GW) 1 .**

GW 1 was implemented on Week 10 (Tuesday, March 2015). The facilitator grouped the students into six groups. The facilitator distributed the topic to be discussed. The students wrote the conclusion on the flipcharts. All group members visited other groups flipchart. The GW 1 implementation can be seen in the following figures.



Fig. 3: Students Group Discussion

After group discussion, each group posted the conclusion on the classroom wall as seen below:



Fig. 4: Groups posted the flipchart on the wall

Fig. 5: Students visit other group flipchart



Fig. 6: After observing the flipcharts, the group discussed all feedbacks, inputs, comments and questions given by others.



Fig. 7: One of the group members addressed the questions written on "post–it" paper.

**Gallery Walk (GW) 2**.

The GW 2 was implemented on Week 12 (Tuesday, April 21, 2015). The implementation was different from GW 1. The conclusion on the flipcharts in GW 2 were not posted on the wall but rotated around the students sitting in each group. One of the members held the paper enabling other members to observe it clearly, seen as follow:



Fig. 8: The group observed the flipchart.

**Gallery Walk (GW) 3**.

The GW 3 was implemented on Week 14 (Tuesday, May 5, 2015). Basically, the GW 3 is not much different from GW 1. However, each group will appoint a member who is academically strong to respond other groupd feedback or quection given during the visit. The member chosen stood up and become the host as well as ready for the guests coming.

Fig 9: An academically strong student hosts the flipchart (a female student with glasses)

**Gallery Walk (GW) 4,**

The grouping is relatively similar to GW 1 implementation. The difference that in GW 4, the facilitator numbered each student and refered to these number for question and answer. After the students walked around the flipchart posted on the wall, they went back to their flipchart and found feedbacks, comments, questions, etc. To address the questions, the facilitator invited one number to come forward to the flipchart. The targeted number answered the question without being helped by his/her group mates. This led to a tension moment as the student did not have any help and had to answer bt him/herself. GW 4 implementation took a place on Week 15 (May 12, 2015) as can be seen below:



Fig. 10: Each group member received numbers

Fig. 11: One of the students whose number was called mentioned by the facilitator to address the questions

According to reflections and survey which are described in quantitative fashion, the survey covers three major aspects of knowledge, skill and attitude as can be seen below:
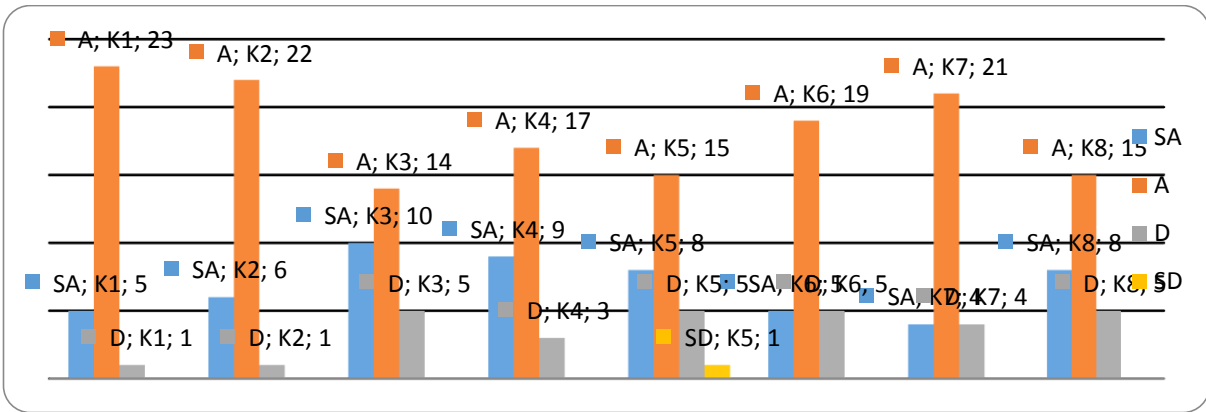
**Knowledge**



**Fig**. **12**. **Knowledge**

Fig. 12 shows participating students' responses towards Gallery Walk implementation. The result of the questionnaire explains the preference of students on the basis of eight questions. From question 1 to 8, a, there were eight questions distributed to participating students. It can be seen that the distribution is dominated by a choice of agreement. K1 question for instance, was about ability to catch the ideas from short conversations chosen by 23 students (79,31%). Meanwhile, K3 which was about ability to express general expression in the class chosen by 14 students (48,28%) with A and 10 students (34,48%) with SA.

**Skill**

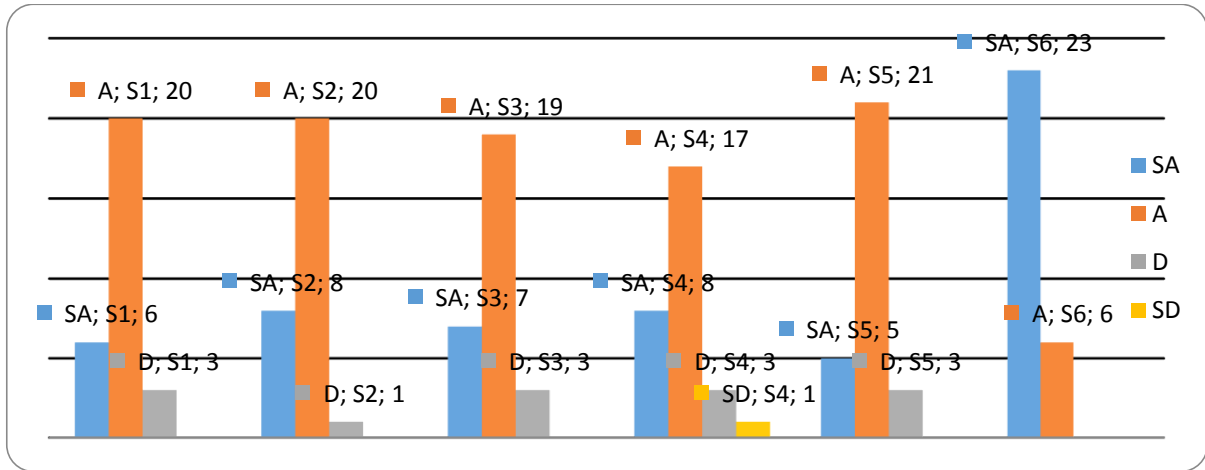The quetionnaires distribution of Skill can be seen as follow:

**Fig**. 13: **Skill**

The figure above represents aspect of Skill which consisits of six questions (S1 to S6). Generally speaking, the question of S6 which was about the importance of communication among the classmates shares only Agree and Strongly Agree by students. The students chose Agree were 23 (79,31%) and 6 (20,69%) with Strongly Agree (SA). In addition, the question of S4 which was about ability to conquer his/her feeling of awkward when speaking in front of the class shows different trends of all question. As seen in the table, 8 students (27,59%) chose SA, 17 students (58,62%) chose A, 3 students (10,34%) chose D and 1 students (3,45%) chose SD.

**Attitude**

The questions in the aspect of Attitude consist of nine questions as follow:
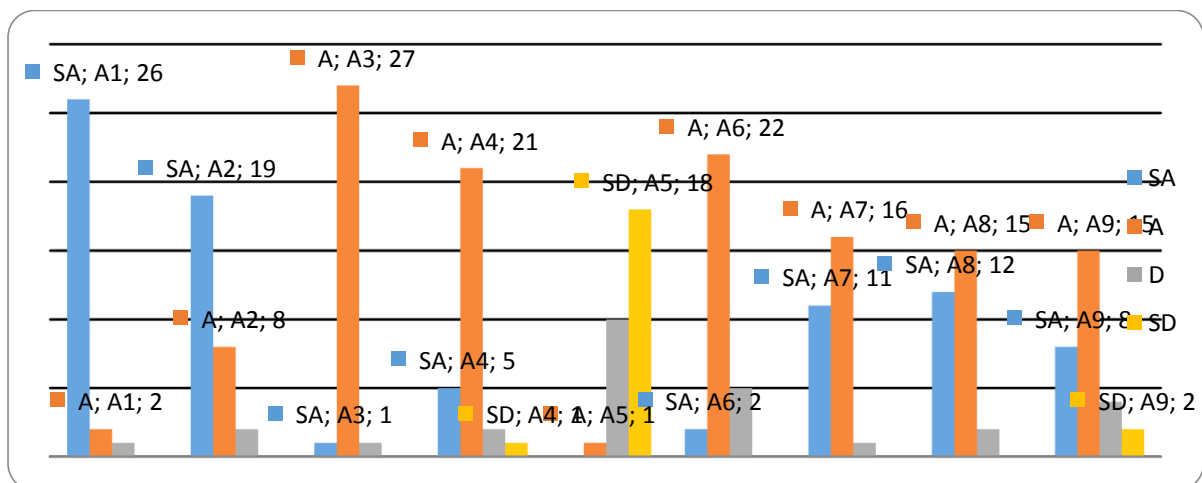


**Fig** . 14: **Attitude**

According to the  Fig. 14 Attitude above, the trend seems to be more or less similar to the previous aspects. Most of the students prefer their agreement toward the Gallery Walk implementation especially increasing their attitude. A1 which a question of the importance of group work was chosen by most of the students, 26 (89,66%) with SA (Strongly Agree). Meanwhile, A3, a question of being a good listener to classsmates was chosen by the majority of students, 27 (93%) with A (Agree). Similarly, to A6 and A7. Generally speaking that Gallery Walk significantly influences in students behavior.

**CONCLUSION**

In conclusion, there are four types Gallery Walk modification which have been implemented in the research. They are 1) Original Gallery Walk which enables students to walk around the class and observe other students work, 2) The second Gallery Walk was giving chances of students to observe other groups work. This time, the paper rotates around the class and the students only sat down in their group waiting for the paper coming to their group. 3) The third one is remaining the same as the original Gallery Walk. However, each group will decide the host. The host stands next to the paper posted on the wall while other group members walk around the class. The host elected is based on his/her strong academic and competencies as well as capacities. The last modification of Gallery Walk is numbering all the students. The rotation is pretty much the same as the original one. However, when it comes to addressing other groups' work, the facilitator calls any number in any group to come forward to the paper and start addressing those questions given.

Based on questionnaires it can be seen that Gallery Walk significantly influences students' participation in the classroom. The tables show the students choices are dominated by a choice of agreement towards the Gallery Walk implementation.

**ACKNOWLEDGEMENTS**

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