

# SATURATE

## & GROUP

Often times, if students engage in a really productive and meaningful investigation of the driving question, they will generate massive amounts of data and information including (but not limited to) information from articles, research and interviews, photographs, and data and graphs.

This leads to one of the biggest struggles for both students and educators within authentic project-based learning: What in the world do you do with all of that?

The Saturate and Group strategy will help you and your students begin to make sense and generate insights out of the fruits of the investigation and ideation stages.

### **DIRECTIONS:**

In a public space within the classroom, have the students saturate it with all of the information and data they have collected throughout the investigation and incubation stages. This could include photographs, quotes, data, interesting facts, ideas, etc.

Afterward, much like in the affinity grouping technique, have the students organize the information and data that they posted into meaningful groups.

Once the information and data has been organized into groups, push the students to see if there are any themes that they can see in their groupings. For example, if the driving question dealt with creating an effective learning space for 1st graders, the students might realize through the groupings of “structured” and “open/flexible” that the learning space for these students needs to strike a balance between being structured and set and open and flexible for the teacher and students to move and explore.

Ideally the groupings and insights should be left up throughout the unit as inspiration and as a point of reference when developing solutions.

