"In **Impromptu Networking**, the teacher gets all students **immediately involved in the subject** matter. The teacher asks the students to **rise, and pair up** with another student, preferably **someone who is a relative stranger.**

Each student gets a **set amount of time** (let us say 2 minutes) to respond to a structuring invitation, for example, 'how can you use the management principles you have just learned to design your project?'

The teacher tells the students that **a bell** would ring after the first round, and they would have to **pair up with another student in the second round** and then **another student in the third round**. In the second and third pairing, the question and the time allocation would be the same. As participation is distributed in **three rounds of two minutes each**, all students get an opportunity to **provide their response and then listen to their partner**. The three rounds make it possible for each student to **reflect on the question more deeply and with iterative inputs** from their peers.

When the three rounds are completed, the teacher can ask, 'Who would like to share something you heard that you thought was valuable?' The **sharing of insights** can go on until it naturally ends, and the teacher can **capture the key points in a few minutes**." (Singhal et al. 2019)