

“In a 1-2-4-All, a teacher can very quickly tap the know-how and imagination that is distributed among the participants to generate a range of ideas.

It has a different rhythm as it sequences steps in an ascending order of distributed participation, beginning with 1—a silent self-reflection by individuals on a structured question.

For instance, what challenges do you see in applying the economic theory you just learned in your project? What ideas or actions do you recommend?

After the silent reflection, the individuals get to 2—in pairs, then to 4—in quartets, sharing and developing their ideas further. From quartets, they go to All—the whole group, sharing and synthesizing the key ideas from quartets.” (Singhal et al. 2019)