

Affinity Diagram

Please Note: Although it is tempting to allow speaking during the affinity diagram process, the silence prevents a verbally-dominating student from taking charge of the group and maximizes the participation of a shy or verbally-disadvantaged student. In addition, it is tempting to minimize the number of Post-Its used by having students share ideas and only record them once; however, this defeats the purpose of having students build their “common” diagram and can again lead to domination by the “quickest draw.”

Description

A tool to generate, organize, and consolidate information gathered through brainstorming.

Utility

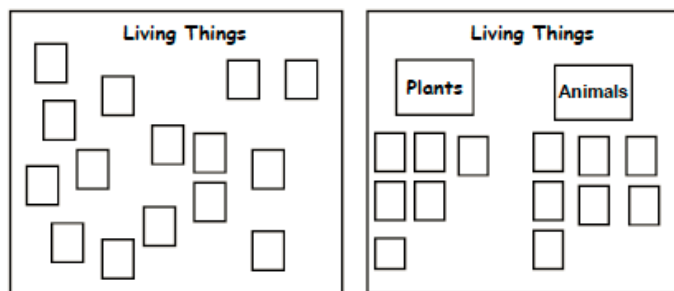
Affinity Diagrams help to give a sense of the ideas that a group has concerning a given issue, provides an anonymous, nonjudgmental format for gathering group input. They can be used to give the group a sense of how serious a concern is because of the number of thoughts written on the issue. They can also indicate the gaps in a group’s thoughts. They also focus on how the group is similar in thought.

Construction

1. The leader (teacher) states the topic, problem, or issue to be addressed.
2. The group (~4 students) individuals brainstorm and record all ideas, one per slip of paper, silently. (Use index cards or Post-Its.)
3. The group posts the ideas on a board or arrange on a table.
4. The entire group moves the cards into piles by like ideas or common themes.
5. The group names or titles each pile/set of cards with a header that summarizes the content.
6. The group organizes the ideas under headers to create the visible diagram.
7. Discuss the piles. Look at the frequency of recurring themes, ask questions as needed and address the final conclusion or next steps.

Modified from <http://asq.org/education/docs/affinitydiagram.pdf>

Affinity Diagram



The teacher posts a question on chart paper.
Students record responses to each of the questions on single Post-it® notes.
When all responses have been collected,
students sort them into like categories and discuss.

Identifying similarities and differences

<http://springfieldpublicschoolsno.org/staffdev/CCI/docs/MarzanoHYScards.pdf>