

# Module 7

## The Teacher's Role in Effective Collaboration

**Estimated Time: 1 hour**

---

The goal of this module is to help participants understand the important role the teacher plays in a collaborative learning experience. After distinguishing between group work and collaborative learning, the session will explore the shifts teachers must make in both their thinking and practice for students to be successful in their collaborative learning groups and will give participants time to consider the effective use of formative assessment during collaborative learning activities.

---

### Materials You Will Need:

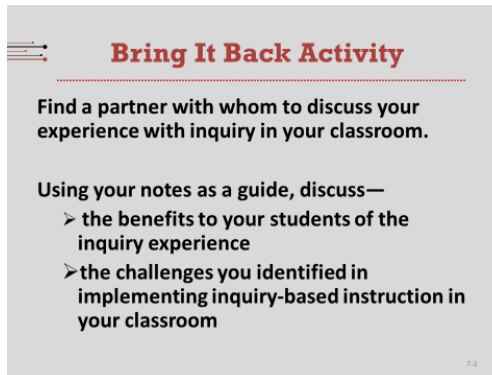
- Chart paper
- Markers
- PowerPoint Slides **7.1-7.14**
- A piece of chart paper headed *How Inquiry Benefits My Students*
- A piece of chart paper headed *How Inquiry Challenges Me*
- A piece of chart paper headed *What's on Your Checklist?*
- **Handout 1:** Shifts for Implementing Collaboration within the Disciplines
- **Handout 2:** Tips for Incorporating Collaborative Learning
- **Handout 3:** Formative Assessment Tool for Collaborative Learning
- Paper and pens/pencils for participants (optional)
- Highlighters for participants (optional)

## Overview of the Session: All times are approximate.

- SEGMENT 1: Reflecting on the Bring It Back Activity (Approximately 10 minutes)
- SEGMENT 2: Establishing the Purpose of the Session (Approximately 5 minutes)
- SEGMENT 3: The Benefits of Collaboration (Approximately 10 minutes)
- SEGMENT 4: The Teacher's Role in Collaborative Learning (Approximately 30 minutes)
- BRING IT BACK ASSIGNMENT (Approximately 5 minutes)

### ➤ **SEGMENT 1: Approximately 10 minutes** **Reflecting on the Bring It Back Activity**

- A. Project **PowerPoint Slide 7.2** about 5 minutes before the scheduled start time.



**Bring It Back Activity**

Find a partner with whom to discuss your experience with inquiry in your classroom.

Using your notes as a guide, discuss—

- the benefits to your students of the inquiry experience
- the challenges you identified in implementing inquiry-based instruction in your classroom

7.2

- B. Prompt participants to begin their conversations at the scheduled start time.
- C. Give participants 4-5 minutes for their discussions.
- D. As the participants discuss, post the two pieces of chart paper: **Chart Paper Headed *How Inquiry Benefits My Students*** and **Chart Paper Headed *How Inquiry Challenges Me***.
- E. Walk the room during the discussion: listening in, answering questions, and coaching as needed.
- F. At the end of 4-5 minutes, ask participants to bring their discussions to a close.
- G. First ask volunteers to share how the inquiry experience benefitted their students, jotting their ideas on the chart paper and commenting/soliciting comments as appropriate.
- H. Next ask volunteers to share how the inquiry experience challenged them as teachers, jotting their ideas on the chart paper and offering/soliciting solutions as appropriate.

➤ **SEGMENT 2: Approximately 5 minutes**  
**Establishing the Purpose of the Session**

A. Project PowerPoint Slide 7.3.

☰: **Objectives for This Session**

Participants will—

- distinguish between group work and collaborative learning.
- examine the teacher's role in a successful collaborative learning experience.

7.3

B. Go over the objectives for the session.

➤ **SEGMENT 3: Approximately 10 minutes**


**The Benefits of Collaboration**

A. Project PowerPoint Slide 7.4.

☰: **Collaboration**

Merriam-Webster defines collaboration as—

**“working with another person or group in order to achieve or do something.”**



7.4

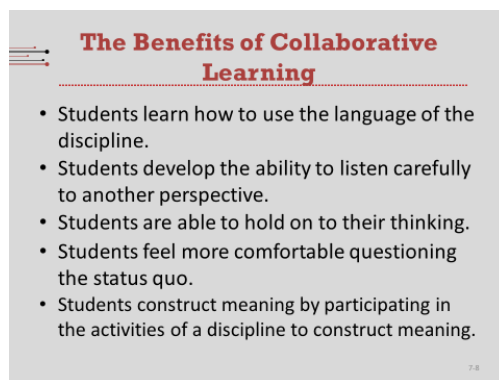
B. Go over the definition with the group.

**C. Project PowerPoint Slide 7.5.**



Ask volunteers to share how these definitions shape their concept of collaborative learning. Stress that collaborative learning differs from the traditional idea of group work. Instead of students working within a knowledge framework predetermined by the teacher, they are encouraged to share personal insights, opinions, and conclusions and collectively evaluate them for their accuracy and validity, building on each other's understanding to construct a deeper, more complex knowledge of the discipline. Collaboration honors the reality that *every* student brings intelligence to the task.

**D. Project animated PowerPoint Slide 7.6.**



**E.** On a mouse click, each of the benefits will appear. Be sure to stress the point that in collaborative learning experiences students should use the language of the discipline which will help them develop a firm grasp of the concepts represented by academic vocabulary.

➤ **SEGMENT 4: Approximately 30 minutes**

**The Teacher's Role in Collaborative Learning**

- A. Explain that the teacher has an important role to play in the success of any collaborative learning experience. The stage for successful collaboration has to be set before any task involving collaboration is assigned.
- B. Distribute **Handout 1: Shifts for Implementing Collaboration within the Disciplines**.
- C. Project **PowerPoint Slide 7.7**.

**Shifts for Implementing Collaboration**


- Read through Handout 1: *Shifts for Implementing Collaboration in the Disciplines* with a pen/pencil in hand.
- Underline important words or ideas.
- Make notes about your reactions to the ideas presented.
- Be prepared to discuss with your table group.

7.7

- D. Give participants 3-4 minutes to read through and annotate the handout.
- E. Project **PowerPoint Slide 7.8**.

**Group Discussions**

- With your table groups, discuss—
  - your initial reactions to the ideas presented in the handout.
  - which ideas you are already using.
  - which ideas will be the biggest stretch for implementation in your classroom.




7.8

- F. At their table groups, have participants discuss their reactions to the handout. Allow 3-5 minutes for the discussions.
- G. Ask volunteers to share their group's key comments, answering questions and coaching as appropriate.
- H. Explain that ReLeah Lent asked successful teachers to offer other teachers some tips on being successful with collaborative learning.
- I. Distribute **Handout 2: Tips for Incorporating Collaborative Learning**.
- J. Give participants 2-3 minutes to skim through the ideas presented.

**K.** Project PowerPoint Slide 7.9.

Now, the burning question...




How do I assess collaborative learning?

7.9

Project PowerPoint Slide 7.10.

ReLeah Lent advises...

"...practice (and become expert at) formative assessment...which...unequivocally increases learning."



7.10

**L.** Remind participants that we discussed formative assessment in some detail in Module 3.

**M.** Project PowerPoint Slide 7.11 as a reminder.

Formative vs. Summative Assessment of Writing

**Formative assessment** occurs *during* instruction to give students feedback that redirects their thinking and deepens their knowledge about both content and written expression. It offers guidance at the moment of need.

**Summative assessment** is provided *after* the learning to evaluate what the student has actually learned.


7.11

**N.** Point out that the use of formative assessment requires a change in stance for the teacher.

**O.** Project PowerPoint Slide 7.12.

**ReLeah Lent's Guidance**

"During student discussions...*monitor* learning rather than *evaluate* learning."



7.12

**P.** Ask volunteers to describe the difference between *evaluating* learning and *monitoring* learning.

**Q.** Project PowerPoint Slide 7.13.

**Collaborative Challenge**

Your students are involved in a collaborative learning activity and, with clipboard in hand, you begin walking through the room and monitoring the learning.

On your clipboard is a checklist of behaviors you are monitoring which give an indication of how well each student is mastering the material and working within the group to help others master it as well.

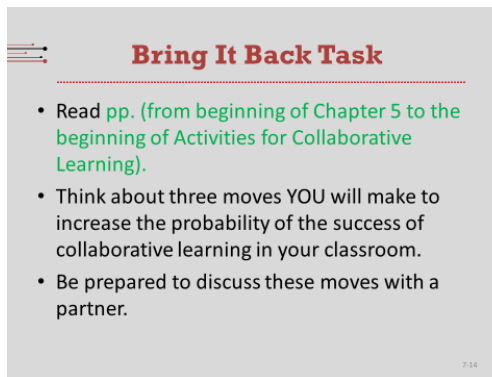
What are the descriptors on your clipboard?

7.13

- R.** In their table groups, have participants discuss the types of behaviors they would hope to see in their students that reflect their success in working collaboratively to develop complex knowledge of the disciplinary content. Give groups 4-5 minutes to discuss.
- S.** As groups begin their discussions, post the **chart paper headed *What's on Your Checklist?***
- T.** At the end of 4-5 minutes, ask volunteers to offer descriptors for the checklist. Post them on the chart paper.
- U.** Distribute copies of **Handout 3: Formative Assessment Tool for Collaborative Learning.**
- V.** Tell participants this is an example of a tool they might use to assess students as they work. They should feel free to make it their own, always remembering that they are assessing both the process and the product of learning. Give participants time to add in any descriptors from the anchor chart that they would like to include.

➤ **Bring It Back Task: Approximately 5 minutes**

**A.** Project PowerPoint Slide 7.14.



The image shows a PowerPoint slide with a grey background. On the left side, there is a vertical navigation bar with a list of slide numbers and a red arrow pointing to slide 7.14. The slide title is "Bring It Back Task" in a bold, dark red font, underlined with a dotted line. Below the title, there are three bullet points in black text. The first bullet point is in green text. The slide number "7.14" is visible in the bottom right corner.

- Read pp. (from beginning of Chapter 5 to the beginning of Activities for Collaborative Learning).
- Think about three moves YOU will make to increase the probability of the success of collaborative learning in your classroom.
- Be prepared to discuss these moves with a partner.

**B.** Go over the assignment.