

Module 8

Supporting Students as Collaborative Learners

Estimated Time: 1 hour

The goal of this module is to examine the student's role in collaborative learning. Participants will explore the importance of co-created norms in the collaborative learning experience and will be introduced to three activities that can be successfully used to incorporate collaborative learning into classrooms in every content area.

Materials You Will Need:

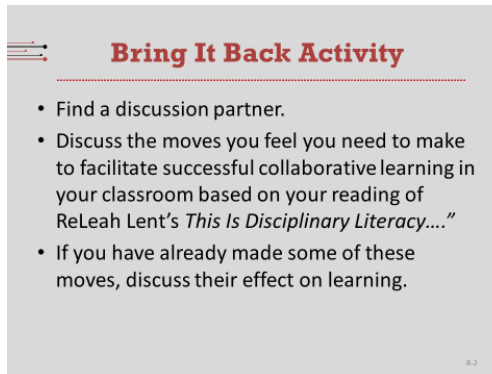
- Chart paper
- Markers
- PowerPoint Slides **8.1-8.15**
- A piece of chart paper headed *Student Accountability Means...*
- A piece of chart paper for each table group for use in an activity in Segment 3
- **Handout 1:** Sample Norms for Collaborative Learning Groups
- **Handout 2:** Student Plan for Facilitating a Discussion on the Topic of Luddites
- **Handout 3:** Student Planning Form for Service-Learning Project
- **Handout 4:** My Most Important Take-Aways About Disciplinary Literacy
- A marker or markers for each table group for use in an activity
- 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: Helping Students Understand the Basics of Collaboration (Approximately 20 minutes)
- SEGMENT 4: Collaborative Activities that Help Students Grow (Approximately 15 minutes)
- REFLECTION AND FURTHER READING (Approximately 10 minutes)

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

- A.** Project **PowerPoint Slide 8.2** about 5 minutes before the scheduled start time.



Bring It Back Activity

- Find a discussion partner.
- Discuss the moves you feel you need to make to facilitate successful collaborative learning in your classroom based on your reading of ReLeah Lent's *This Is Disciplinary Literacy...*
- If you have already made some of these moves, discuss their effect on learning.

8.2

- B.** Prompt participants to begin their conversations at the scheduled start time.
- C.** Allow 4-5 minutes for the discussions.
- D.** Ask volunteers to share what they have done/plan to do.

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

A. Project **PowerPoint 8.3 Slide.**

➤ **Objectives for This Session**

Participants will—

- examine the student’s role in a collaborative learning experience.
- consider the importance of co-created norms in helping students hold themselves account for their own and their group’s learning.
- be introduced to three collaborative learning activities that can be used successfully in any discipline.

8.3

B. Go over the objectives for the session.

➤ **SEGMENT 3: Approximately 20 minutes**
Helping Students Understand the Basics of Collaboration

A. Project animated **PowerPoint Slide 8.4.**

➤ **During collaborative learning activities, students learn to--**

- use the language of the discipline appropriately.
- listen carefully to other people’s perspectives.
- hold on to their thinking.
- question the status quo
- participate in the activities of a discipline to construct meaning.


8.4

B. On each mouse click, a new area of learning will appear. Discuss each briefly.

C. Project **PowerPoint Slide 8.5.**

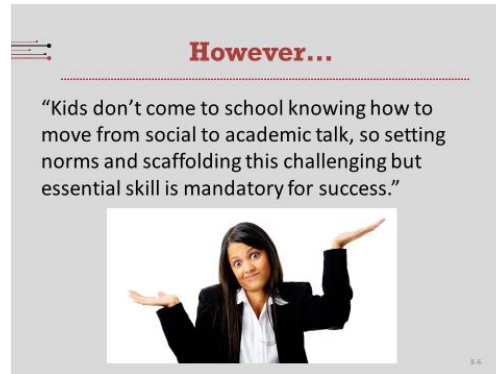
➤ **Picture This!**

ReLeah Lent says,
“The goal is for students to be so immersed in their discussion that they hardly notice you’re there, not suddenly ‘getting on task’ when they see the teacher approaching.”



8.5

- D. Read through the quotation on the slide.
- E. Project **PowerPoint Slide 8.6**.



- F. Set up the next activity by reminding participants that we want students so engaged that they do not even notice when we approach their groups and we want them to feel accountability for the learning to themselves and to each other. If this is going to happen, what norms will we need to have in place? (**Note to presenter:** Be sure all participants understand the meaning of the term *norms*.)
- G. Give each table group one piece of chart paper and a marker or markers.
- H. Tell them they will have about 4 minutes to come up with some norms they think are important for collaborative learning groups.
- I. At the end of 4 minutes, ask each group to post their norms.
- J. Give participants 3-4 minutes to walk the room, reading other groups' suggested norms.
- K. After 3-4 minutes, ask participants to return to their seats.
- L. Distribute **Handout 1: Sample Norms for Collaborative Learning Groups**.
- M. Give participants a minute or two to add in any norms they saw on posters that they want to remember.
- N. Explain to participants that they should have some ideas in mind and try to guide student suggestions. It is okay to include a non-negotiable or two from your point of view if you feel it is essential and the students have not come to it, but in general the *students* should feel that the norms belong to them. Their ownership will make them more likely to stick to the behaviors described in the norms.
- O. Project **PowerPoint Slide 8.7**.

Remember...

STUDENTS

must be involved in the establishment of norms for collaborative work.



8.8

P. Stress that norms are developed *with* the students, not imposed *on* them.

➤ **SEGMENT 4: Approximately 15 minutes**


Collaborative Activities that Help Students Grow

A. Project animated **PowerPoint Slide 8.8**.

Growing through Collaboration

ReLeah Lent advises us:

“All students need the opportunity to learn how to participate in the authentic give-and-take of a dialogue where they engage in the risks necessary for growth.”



8.8

B. Remind participants that in their lives away from school—both now and in the future—constructive dialogue that leads to greater understanding is an essential skill. Such dialogues also build relationships between people and offer opportunities for growth to everyone involved.

C. Project animated **PowerPoint Slide 8.9**.

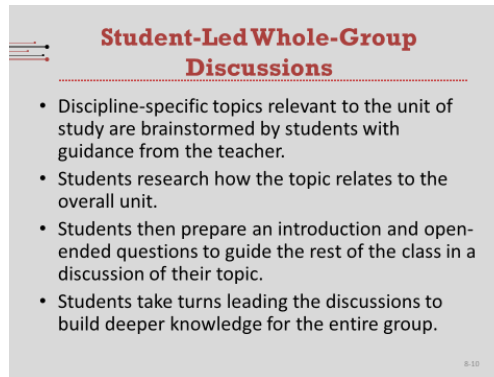
Some Suggested Collaborative Learning Activities

- Student-Led Whole-Group Discussions
- Seminars—With or Without Socrates
- Learning Beyond the Classroom



8.9

- D.** On the mouse click, each suggested activity will appear. Explain to participants that you are going to give them a very brief overview of each activity, but that the reading they will do following the session will more fully flesh out how to involve students in each of these types of collaborative learning.
- E.** Project **PowerPoint 8.10.**

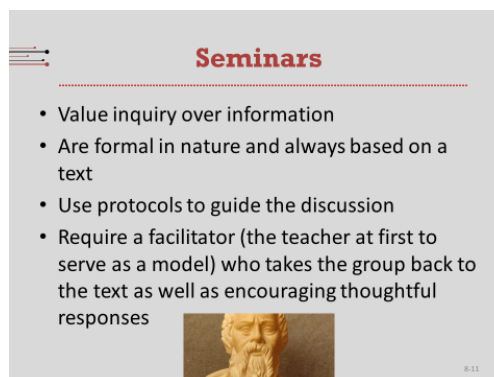


Student-Led Whole-Group Discussions

- Discipline-specific topics relevant to the unit of study are brainstormed by students with guidance from the teacher.
- Students research how the topic relates to the overall unit.
- Students then prepare an introduction and open-ended questions to guide the rest of the class in a discussion of their topic.
- Students take turns leading the discussions to build deeper knowledge for the entire group.


8-10

- F.** Go over the points on the slide.
- G.** Distribute **Handout 2: Student Plan for Facilitating a Discussion on the Topic of Luddites.**
- H.** Explain to participants that this is a sample of a student's preparation for a student-led discussion. Prompt them to notice the research and thinking that was required to create this plan. Remind them that the teacher will need to coach and guide students as they prepare for these discussions.
- I.** Project **PowerPoint Slide 8.11.**



Seminars

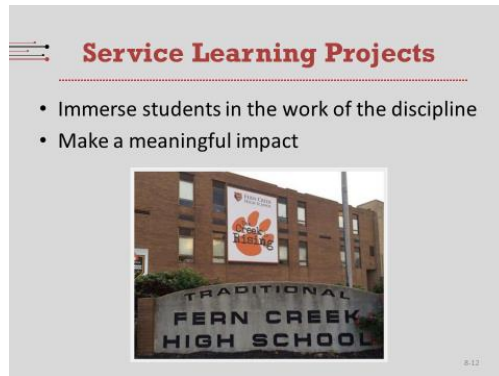
- Value inquiry over information
- Are formal in nature and always based on a text
- Use protocols to guide the discussion
- Require a facilitator (the teacher at first to serve as a model) who takes the group back to the text as well as encouraging thoughtful responses



8-11

- J.** Stress that these seminars engage students in lively discussions of a provocative text and that text selection is crucial. The text needs to be one on which students will have something to say.

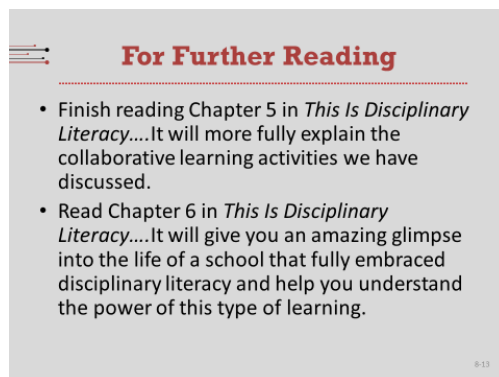
K. Project PowerPoint Slide 8.12.



- L.** Explain that Chapter 6 in *This Is Disciplinary Literacy* will explain in detail how Fern Creek Traditional High School in Kentucky took disciplinary literacy to heart and spread it across the curriculum, including a service learning project that impacted the entire community.
- M.** Distribute **Handout 3: Student Planning Form for Service-Learning Project.**
- N.** Give participants 2-3 minutes to go through the form.

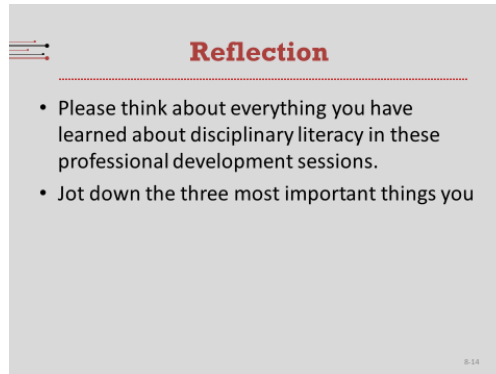
➤ **Reflection and Further Reading Approximately 10 minutes**

A. Project PowerPoint Slide 8.13.



- B.** Encourage participants to finish reading *This Is Disciplinary Literacy*....

- C. Distribute **Handout 4: My Most Important Take-Aways About Disciplinary Literacy**.
- D. Project **PowerPoint Slide 8.14**.

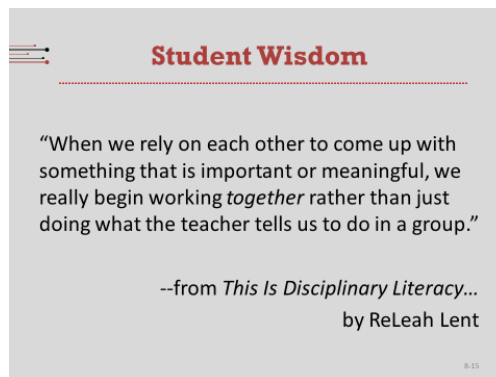


Reflection

- Please think about everything you have learned about disciplinary literacy in these professional development sessions.
- Jot down the three most important things you

8.14

- E. Ask participants to fill in the reflection form and leave it with you on the way out of the session.
- F. Ask participants work, project **PowerPoint Slide 8.15**.



Student Wisdom

“When we rely on each other to come up with something that is important or meaningful, we really begin working *together* rather than just doing what the teacher tells us to do in a group.”

--from *This Is Disciplinary Literacy...*
by ReLeah Lent

8.15