

Practical Collaborative Learning Strategies

PSS

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- An intervention to boost oral lang skills in 10 year olds made more difference to reading comprehension than an intervention to directly teach reading comprehension skills. (Reading presents a particular concern; pattern not mirrored in Writing and Maths)
- Also substantial evidence of impact on Maths & Science attainment when pupils involved in discussing, arguing constructively and building on each other's ideas
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Types of language

Language of Social Interaction

conversing
expressing
opinions
expressing values
persuading others
directing others
devising rules
arguing
discussion
interacting
establishing roles
reassuring
clarifying
intentions
controlling actions

Language of Literacy

conveying information
receiving information
reporting
explaining
describing
illustrating a point
demonstrating
interpreting, organising
sequencing thoughts and ideas
generalising and summarising
challenge and justify points of view
identifying details
responds quickly and appropriately to people
competently interprets non-verbal language

Language of Thinking

speculating
clarifying thoughts
recalling and reflecting
drawing conclusions
questioning
replying to questions
requesting
responding to information
inquiring
identifying similarities and differences
interpreting and evaluating
solving problems creatively
relating new information to existing knowledge
taking appropriate action
expressing judgements
reflecting on information
identifying problems and suggesting possible solutions
identifying alternatives
stating evidence to support claims
analysing information
forming conclusions

Dylan Wiliam: Professor of Educational Assessment at University College London:

If teachers want to see an effective improvement of learning, need to:

1. Establish group goals: everyone working as a group and collectively participating.
2. Individual accountability : everyone needs to know they may be called upon to be a reporter for the task

Group Roles

Manager (BLUE STICK): watches the time; summarises where the group is up to; makes sure everyone understands what the task is.

Encourager (GREEN STICK): makes sure everyone is having a turn; asks people to give their opinions; praises others' ideas; encourages people to keep going.

Need 2 for when working with a partner on a game with 4 people.

Recorder (YELLOW): writes down group's ideas; asks questions to check what people mean.

Reporter (EVERYONE!): reports the group's ideas back to class.

Reporter



Questions to answer:

1. Explain this activity.
2. What speaking and listening skills have you been using?
3. Could you adapt this game?

Collaborative Learning Tasks



Each table has 2 games to try:

- One has a literacy theme
- One has a numeracy theme

At the end, a reporter will be selected to answer these questions as before:

1. Explain each activity.
2. What speaking and listening skills have you been using?
3. Could you adapt this game?

- (see <http://www.collaborativelearning.org/activities.html> for cross curricular games ideas)
- <http://www.thecommunicationtrust.org.uk/resources/resources/resources-for-practitioners/no-pens-day-resources.aspx>