Creating Effective Collaborative Activities

- Is the activity highly structured physically, spatially and temporally?
- Do students know the rationale for the activity?
- What are the teacher’s academic and behavioral expectations of the students?
- How will the learning activity affect motivation?
- Does the activity accommodate various group speeds?
- How long will the activity take?
- Is there an opportunity for students to process how the group functioned and the learning that occurred during the activity?
- Does the structure of the activity give students time to process the new information before they are asked to respond?

Smallest group is 2.
Largest recommended group is 6.
Smaller groups will require fewer social skills and will work more quickly.
Larger groups generally generate more ideas, deal better with complex ideas and create fewer group reports for the teacher to process.

Heterogeneous grouping with regards to academic achievement, task orientation, ability and learning style can be used depending on the subject matter or collaboration technique used. If the project is long or detailed then the support of a stronger academic student in each group will help complete the project.

Student self selection is generally not successful, although students can provide input for the teacher to consider.
Random assignment promotes the idea that everyone is expected to work with everyone else at some point. Random is best used if the task is of short duration.

Groups created for longer projects should be structured carefully. Groups that stay together for long periods (4-6 weeks) are more likely to form stronger bonds, develop more complex collaborative skills and can tackle more complex tasks.
Groups should stay together long enough to feel successful, but not so that they become counter-productive.
Avoid breaking groups up because they are having trouble functioning since the group will feel unsuccessful and transfer that to the next group. They need to persevere.

Possible Student Roles Within the Group

**Facilitator**
- Keeps group on task and verifies that all contribute.

**Recorder**
- Takes notes on important thoughts expressed in the group.
- Writes final summary.

**Reporter**
- Shares summary of group with large group. Speaks for the group, not just personal view.

**Materials Manager**
- Picks up, distributes, collects, turns in, or puts away materials.

**Time Keeper**
- Keeps track of time and reminds group how much time is left.

**Checker**
- Checks for accuracy and clarity of thinking during discussions.
- Checks written work and tracks points.

**Group Management Tips**

**Noise**
- Develop and practice a “QUIET or Zero-noise” signal. Brainstorm what that would be with the students.
- Practice appropriate internal and external voices.

**Deadlines and Task Structure**
- Give students specific tasks to finish within a predetermined time limit. Use a timer.

**Instructions**
- Show, don’t tell, instructions (have a group model the steps).
- Have students tell each other the instructions to make sure they understand prior to starting the task.

**Questions**
- Answer team questions only. Individual questions should be handled within the team. Use the “3 Then Me” technique.

**Circulate**
- Use proximity. Monitor discussions to check for understanding and to be aware of collaborative skills that may need to be addressed.
Common Core State Standards for Speaking and Listening item 1 (CCS–SL.1) calls for students to initiate and participate effectively in a range of collaborating discussions with diverse partners. They are to work with peers to promote civil, democratic discussion and decision-making, set clear goals and deadlines, and establish individual roles as needed. CCS–SL.1 also calls for students to follow rules for collegial discussions. Collegial discussions are mutually respectful conversations between student colleagues in a group or classroom environment.

### Discussion Guidelines and Skills

#### When speaking, participants strive to.....
- sustain a main idea
- be original with interesting, thought-provoking ideas.
- have quality in their comments.
- include textual references— the more specific the quotation, with reference to page and paragraph numbers, the better.
- make reference to other works.
- maintain the accuracy of their comments.
- question for greater understanding.

#### When listening, participants strive to.....
- listen to other students and not be “checked out”.
- see how the comments fit...follow the flow of the discussion.
- be able to reference previous comments.
- listen for greater understanding.
- wait patiently for the speaker to finish before sharing ideas.

#### In a collegial conversation, participants .....
- are consistent in participation.
- show leadership— students help others to enter the discussion.
- show empathy.
- have the ability to learn and adjust to the dynamics of the class.
- incorporate politeness and respect for all members of the class.
- maintain eye contact and call others by their names.
- show patience with the process. (It takes some time to develop a group dynamic where everyone feels at ease.)
- demonstrate preparedness— books and articles are marked, responses are written, questions are prepared.
- students are willing to state own ideas even if different from those of other students or the teacher.

### Discussion Sentence Stems

#### Sentence starters for students to facilitate a safe and cooperative classroom or group discussion.

##### Agreement
- “I agree with ___ because ___.”
- “I like what ___ said because ___.”
- “I agree with ___ because ___; then on the other hand ___.”

##### Disagreement
- “I disagree with ___ because ___.”
- “I’m not sure I agree with that because ___.”
- “I can see that ___; however, I disagree with (or can’t see) ___.”

##### Clarifications
- “Could you please repeat that for me?”
- Paraphrase what you heard and ask, “Could you explain a bit more, please?”
- “I’m not sure I understood you when you said ___. Could you say more about that?”
- “Is there evidence for the position?”
- “How does that support our work/mission at ___?”

##### Confirmation
- “I hear ___.”
- “I believe ___.”
- “I discovered ___.”
- “I learned that ___.”

##### Confusion
- “I don’t’ understand ___.”
- “I am confused about ___.”
- “Can you explain that another way?”
- “I have a question about ______.”

##### Extension
- “I was thinking about what ___ said, and I was wondering what if ___.”
- “This makes me think ___.”
- “I want to know more about ___.”
- “Now I am wondering ___.”
- “Can you tell me more about ___.”

##### Review
- “I want to go back to what ___ said.”
- “I like ___.”
- “I noticed that ___.”