



## Managing Collaborative Learning

### Key Workshop Concepts:

- The use of oral language is a crucial scaffold supporting students in understanding content, preparing them for writing, and improving communication in English.
- Tightly-organized collaborative activities – especially those that have been micro-structured – are crucial vehicles for language development.
- The key to a well-structured and productive collaborative activity is the presence of all five essentials of collaboration.
- Collaborative skills need to be explicitly taught and continually reinforced.

### DAY ONE AGENDA

#### **0:00 – 0:15                    Introductions and Workshop Goals**

*Introduction of the workshop, the workshop facilitator, the workshop driving question, the day's objectives, and a summary of research findings on the importance and value of collaboration in the classroom.*

#### **0:15 – 0:25                    Think-Pair-Share: Making Activities Collaborative**

*Participants consider a past activity they have done with students that they would like to revisit in order to make it more collaborative. They share these ideas with their partners before engaging in a larger conversation with the entire workshop group. Participants will have the opportunity later in the workshop to return to this activity idea and transform it by applying what they have learned about designing collaborative activities.*

#### **0:25 – 0:55                    Simulation: Working Together in Groups**

*Participants engage in a simulation in which they experience the difference between "group work" and "collaborative work". Participants are first told to "work together" to generate a list of the benefits of collaboration. It is expected that these vague directions will generate a variety of different responses, which will become evident in the subsequent debrief to this first group activity. The participants are then directed to work collaboratively and are provided clear directions, a structure for discussion, a clear question to react to, and other support. During the*

*share-out from this second activity, participants share what they believe to be the greatest challenges in implementing collaboration in the EL classroom. These challenges are posted. Participants then engage in a debrief session about the difference between the two group experiences and pinpoint why the second version would be better for students.*

**0:55 - 1:25                      Group Work v. Collaborative Work: Card Sorting Activity**

*Participants are told to reflect on what they learned from the previous activity and to determine with their colleagues the key differences between “group work” and “collaborative work”. They apply that understanding by sorting a set of cards – each with a sample collective activity written on it – between those that contain “group work” and those that contain “collaborative work”. During a whole group debrief, all participants come to consensus on the card placement. Then the facilitator assigns each group one (or more) of the “group work” cards and asks them to adapt the activity on the card so that it becomes more collaborative (according to their understanding of what this entails). Groups share out their adaptations.*

**1:25 - 1:55                      Purposeful Collaboration**

*When planning a collaborative activity, one of the first steps is selecting a possible structure to use based on the purpose for collaboration. The facilitator walks through the Purposeful Collaboration chart and explains the different columns, each containing a distinct purpose for collaboration. Each group is assigned one column and asked to read about a short collection of activity structures geared towards that purpose. They select one of the structures to present back to the rest of the workshop group.*

**1:55 - 2:05                      BREAK**

**2:05 – 2:15                      Individual Application: Making Activities Collaborative**

*Participants return to the activity idea they are interested in transforming, consider the purpose for collaboration within the activity, and select an activity structure that would fit that purpose.*

**2:15 – 3:10                      Meaningful Group Roles**

*Participants analyze a sample project description and that unit’s (exemplary) student role cards; participants must elicit the criteria for “meaningful group roles” based on their analyses. Participants then examine an additional project, in which they determine the extent to which the group roles in that project meet the criteria and suggest ideas for strengthening the roles. Finally, participants apply what they have learned by designing their own meaningful group roles for a discipline-specific sample project idea that they have been provided. Participants work on this task in discipline teams.*

**3:10 – 3:30                      Essentials of Collaboration Stations Rotation**

*Participants engage in a stations activity where each station highlights a different essential element of collaboration (structured independence from the teacher, applying interpersonal skills, deliberate grouping, interdependence, and group and individual accountability). After having explored and shared the materials at each station, participants are asked to apply what they have learned by determining how they will implement that essential in the planning of the discipline-specific project idea they began working on collaboratively in the previous activity. Participants will have 15 minutes per station to explore materials and answer the application question(s) on their stations activity guide.*

**3:20 – 4:30**                    **LUNCH**

**4:30 – 5:40**                    **Essentials of Collaboration Stations Rotation (continued)**

**5:40 – 5:55**                    **Essentials of Collaboration Stations Rotation Debrief**

*The facilitator leads a debrief session of the stations activity, in which participants have the chance to ask questions, react to the materials, and share new understandings. Participants also discuss how this stations activity itself adheres to the elements of collaboration.*

**5:55 – 6:25**                    **Individual Application: Incorporating Essentials of Collaboration**

*Participants have the opportunity to apply their learning of the essentials of collaboration by designing a more substantial collaborative activity for their own classroom and specifying how that activity incorporates each one of the essentials of collaboration.*

**6:25 – 6:45**                    **Giving and Receiving Feedback on Individual Project Design**

*Participants give and receive feedback on the collaborative activity they have designed for their own classroom.*

**6:45 – 7:00**                    **The Whip, Key Workshop Concepts, and Evaluations**

*The facilitator asks each participant to reflect on and share what they have learned from the day's session. The facilitator then reviews the key workshop takeaway concepts before distributing the evaluation forms.*

## **DAY TWO AGENDA**

**0:00 – 0:10**                    **Introductions and Workshop Goals**

*The facilitator introduces Day Two and explains that participants will be exploring the various Essentials of Collaboration from the previous day more in-depth; they will continue to develop and refine the project they began working on yesterday, both in disciplines and as individuals.*

**0:10 – 0:30                    Give One, Get One**

*Participants engage in a collaborative structure to review the previous day's learning and share with each other ideas for curricular adaptations surrounding collaboration.*

**0:30 – 1:10                    Meaningful Roles in Action: Literature Circle**

*Participants experience group roles by engaging in a literature circle activity in which they read and discuss an article about teacher interventions in collaborative learning. Participants reassemble as a whole group to debrief the content of the article and its implications for their classrooms as well as the experience of fulfilling a specific group role in this structure.*

**1:10 – 1:55                    Essentials of Collaboration In-depth: Interdependence**

*Having just experienced group role cards, participants engage in an open brainstorm on the components of an effective student role card. Each group then applies their learning by creating three role cards for student roles in the sample project they analyzed the previous day. Groups share out their ideas for the three roles. The facilitator then leads a whole group debrief on the process of developing role cards. Finally, discipline teams design the role cards for the sample discipline-specific project they have been collaboratively developing.*

**1:55 – 2:05                    BREAK**

**2:05 – 2:25                    Individual Application: Role Card Design**

*Participants are given time to apply their learning and tasked with designing the role cards for the student roles they developed in the previous day's culminating activity.*

**2:25 – 2:40                    Giving and Receiving Feedback on Role Card Design**

*Participants pair up and take turns giving and receiving feedback on the student role cards they have designed for the collaborative activity they are developing for their own classroom.*

**2:40 – 3:15                    Essentials of Collaboration In-depth:  
Applying Interpersonal Skills**

*Participants explore different structures/activities for teaching a variety of collaborative skills and present one out to the entire workshop group, including sample sentence frames they have developed for students to use when rehearsing an interpersonal skill during the course of the activity. The facilitator also introduces and leads a discussion on student scripts, conversational templates that provide additional support for newer EL students. .*

**3:15 – 3:30                    Individual Application: Applying Interpersonal Skills**

*Participants select a structure for building/rehearsing interpersonal skills in their own classroom and come up with the sentence frames they would provide for students.*

**3:30 – 4:30**

**LUNCH**

**4:30 – 6:00**

**Essentials of Collaboration In-depth: Structured Independence from the Teacher**

*Groups of four are split into two pairs: one pair analyzes descriptions of student-centered lessons while the other pair analyzes descriptions of the same lessons taught in a more teacher-centered way. The aim of this activity is for participants to understand the fundamental differences between a student-centered classroom and one that is more teacher-centered. After having answered the same set of questions, pairs exchange partners and compare their responses based on the document they analyzed. Groups of four and eventually the entire workshop group engage in discussions about these two styles of teaching. The facilitator then introduces and reviews the concept of Reducing the Cognitive Load, in which familiar concepts are used in the service of teaching those which are unfamiliar to students. This concept underlies the organization of activity guides and graphic organizers, two key factors in structuring independence from the teacher. The entire group discusses the process for designing graphic organizers before the facilitator leads them in an open brainstorm for the creation of a particular graphic organizer for a sample task. Participants then collaboratively work on fleshing out a graphic organizer for the collaborative discipline-specific activity they have been working on. When finished, the facilitator introduces the idea of micro-structuring, whereby an activity is modified to maximize student opportunity for collaboration and discussion. Participants then edit their graphic organizer to allow for micro-structuring.*

**6:00 – 6:20**

**Individual Application: Designing a Graphic Organizer**

*Participants have the opportunity to apply their learning by designing a graphic organizer for their own collaborative activity.*

**6:20 – 6:45**

**Praise-Ask-Suggest: Feedback on Graphic Organizers**

*Participants find a partner and take turns sharing the work they have done thus far in today's session. They then offer one another constructive feedback to help improve the work.*

**6:45 – 7:00**

**Reflecting on Learning, Key Workshop Concepts, and Evaluations**

*The facilitator draws participants' attention to the "challenges" chart developed in the previous day's session and asks each participant to reflect on one of the challenges that they now feel better equipped to meet head-on and to explain why they feel that way. Each participant shares orally with the entire workshop group. The facilitator reviews the key workshop takeaway concepts before distributing the evaluation forms.*

