



# Collaborative and Active Teaching Techniques

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Session 2

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# Recap

## Discussion techniques – session1

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### Session 1 summary

1. Think-Pair- Share
2. Round Robin
3. Buzz Groups
4. Talking Chips
5. Three Step Interview

### Experiences?

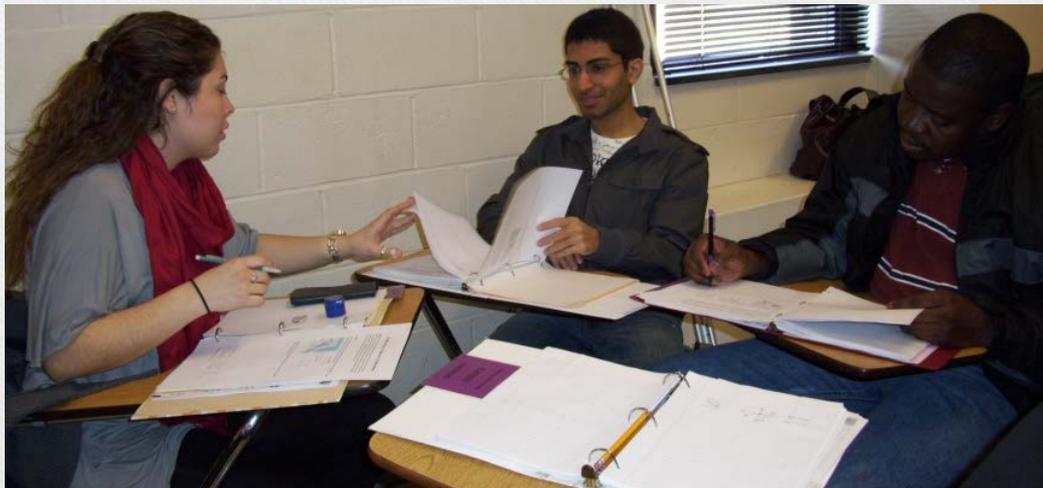
- 1. Designing the activity.  
2. Implementing the activity.  
3. Adjusting the activity and new trials.

## Session 2

# Active and Collaborative teaching, using...

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- Reciprocal teaching techniques &
- Graphic Information Organizers



# Reciprocal Teaching- Why?

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Experts: Most effective method of teaching because:

1. Students purposefully help each other & establishes interdependence
  2. Active rather than passive: both give and receive
  3. Thorough understanding necessary
  4. Helps retain learning
  5. Cooperation rather than competition
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1. Advantages: beneficial for a. master subject matter **content**, b. discipline-based **skills** c. study skills (meta cognition) d. own **peer language**
  2. Each student has a stake in the successful learning of others – skill for work place



# Collaborative and Active Learning Techniques for your Courses

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## **Reciprocal Teaching techniques:**

1. Note-Taking Pairs
2. Learning Cell
3. Fish Bowl
4. Role Play
5. Jigsaw
6. Test-Taking Teams

# Collaborative and Active Learning Techniques for your Courses

## Reciprocal Teaching techniques:

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### # 1. Note-Taking Pairs – instructions:

- Individually take notes (of video, lecture, chapter)
- Form pairs
- Partner A begins summarize first section, partner B offers corrections and additional info
- Partner B summarizes the next section, partner A offers corrections and additional info
- Continue to alternate



# Practicing “Note Taking Pairs”

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Take notes while watching an 8-minute video

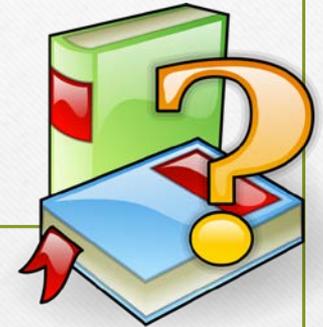
- *Reeducating the Mind*, Patricia Alexander, UMD

Use worksheet

Be prepared to share notes with your neighbor

- URL:
- <http://www.era100.net/ed-talk-videos.html>

# Collaborative and Active Learning Techniques for your Courses



## Reciprocal Teaching techniques: # 2: Learning Cell

1<sup>st</sup> individually – A & B formulate **questions** (from lecture, textbook, etc)

2<sup>nd</sup> with partner – B answers **A's questions**

3<sup>rd</sup> with partner – A offers **corrections**/add info

4<sup>th</sup> switch – A answers **B's** questions, B corrects, discussion

*For reading assignments or other learning activity*

- *Encourage students to create thought-provoking questions (at home: "entry ticket", extra points, or in class)*
- *Students put material in own words*
- *Students think analytically*
- *Students begin use language of discipline*



# Possible Use in Your Class

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## **Activity: Learning Cell**

- Take a minute and think how you could incorporate this activity in your lessons
- Write on worksheet

# Collaborative and Active Learning Techniques for your Courses

## # 3: Fish Bowl

- Inner circle: (3-5) students comfortable and capable of having a good discussion
- Outer circle: (rest) observers
- Discussion prompt- relevant to daily life
- Closing



- Need moveable desks or chairs
- Goal of this activity: practice discussing a topic we are learning about (both content and group process)
- Discussers: show their knowledge of topic by giving their interpretations; adhere to good discussion practice
- Observers: Maybe have list with points to look for, maybe different aspects. Sharpen their listening skills, analyze how content is portrayed, analyze group process, report out
- Closing: all reflect on participation in group



# Possible Use in Your Class

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## **Activity: Fish Bowl**

- Take a minute and think how you could incorporate this activity in your lessons
- Write on worksheet

# Collaborative and Active Learning Techniques for your Courses

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## # 4. Role Play

1. Present scenario, allow for questions, discussions
2. Assign roles
3. Announce time
4. Enact role play
5. Follow with discussion
6. Reenact changing characters



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- *Role play engages students in a creative participatory activity that requires them to apply course concepts as they assume fictional identities or envision themselves in unfamiliar situations.*
  - *For hesitant speakers: pretending you are someone else ameliorates some of the anxiety*
  - *Scenario: everyday situation – relevancy of content – connection to existing knowledge*
  - *Closure stage: debrief on lessons learned*



# Possible Use in Your Class

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## **Role Play activity:**

- Take a minute and think how you could incorporate this activity in your lessons
- Write on worksheet

# Collaborative and Active Learning Techniques for your Courses

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## # 5: Jigsaw

Students perform as both Experts & Learners

-Experts: Learn their content (well enough) and teach to peers

-Learners: Learn while their peers teach – advantage of peer language, peer explanations

Interdependence

Process:

1. Instructor has list of possible topics for developing expertise
2. Groups form on different topics (expert groups)
3. In expert groups students master the topic – also decide how is best to teach (examples, illustrations, applications)
4. Works well for pre-class reading – Chapters/sections of textbook, Articles
5. Variation: Student generated list of topics





# Possible Use in Your Class

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## Jigsaw activity:

- Take a minute and think how you could incorporate this activity in your lessons
- Write on worksheet

# Collaborative and Active Learning Techniques for your Courses

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## # 6: Test-Taking Teams

- Form groups of 4-6 (heterogeneous cognitive level)
- Students meet in groups to study the material
- Individually - administer the test (don't return the test)
- Rejoin in groups, come to consensus – hand in 2<sup>nd</sup> time as group
- Compare two outcomes after tests return

Will teach students about individual accountability & collective knowledge, demonstrating value of collaborative learning. Instructor's job: determine size/complexity of material to be mastered & decide how you want to do the **grading** (individual vs group grades)



# Possible Use in Your Class

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## **Test-taking Teams:**

- Take a minute and think how you could incorporate this activity in your lessons
- Write on worksheet

# Collaborative and Active Learning Techniques for your Courses

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## Using Graphic Information Organizers:

What are they? Why are they useful? "A picture is worth a thousand words."

Characteristics GIOs: Information presented spatially, helps with:

- Patterns/relationships
- Holistic/detail
- Gathering/sorting ideas
- Practical for study guides (compact)
- Usable for assessment

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## Graphic Information Organizers

### Affinity Grouping

1. Individually, ask students to generate a multitude of characteristics of a concept, on multiple pieces of paper (like Post-its)
2. In groups, have students organize in a visual way their characteristics on the board, or on newsprint. Using markers to draw groups and connections



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## Graphic Information Organizers

### *Group Grid* –

Information placed in a grid according to category  
rubrics

Good for clarifying conceptual categories and developing  
sorting skills

# Group Grid

## Example from Music course

### EXHIBIT 10.3

#### Team Matrix

Put a checkmark in the column indicating the genre that is most clearly defined by this feature.

Defining Features	Blues	Jazz	Both
Originated in urban areas		✓	
Originated in rural areas	✓		
Originated in the Mississippi Delta region			✓
Merged European and African traditions			✓
Developed earlier	✓		
Represented considerable interaction between Whites and Blacks from beginning		✓	
Interaction between Whites and Blacks not pronounced until later	✓		
Basis of rock 'n' roll	✓		
Uses African-based melodic ornamentation and rhythmic traditions			✓
Improvisation in melody and in harmonic substitution		✓	
Improvisation mainly in melody over standard progression	✓		
Uses three main chords in a slow harmonic rhythm	✓		
Uses many different chords, often fast harmonic rhythm		✓	
Popular in Europe, especially France		✓	
Imported back into America by British musicians	✓		

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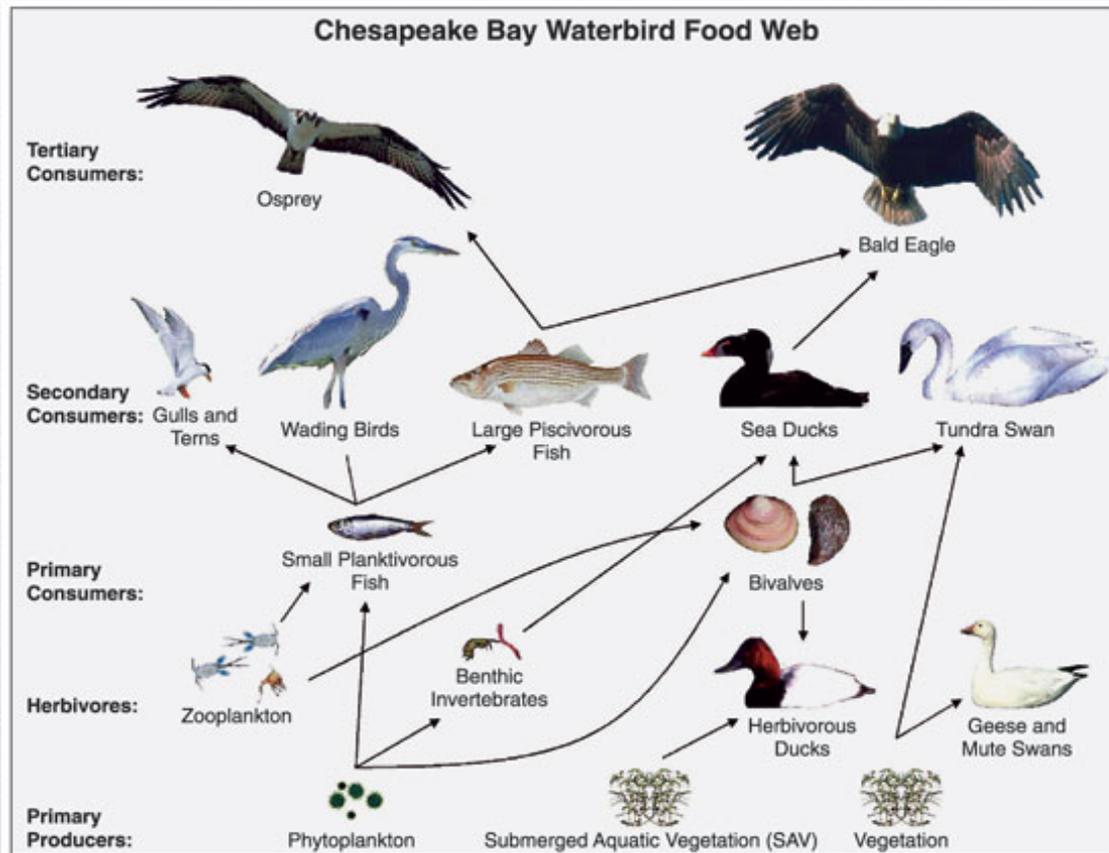
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## Graphic Information Organizers

### *Sequence Chains:*

- Sequential thinking
- Useful for planning and studying
- Emphasize continuity or connections

# Sequence Chain & Word Web Example from a Biology Class



# Collaborative and Active Learning Techniques for your Courses

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## Graphic Information Organizers

*Word Webs:* central word, phrase or question – the stimulus  
for shared writing

Relationships that are difficult to understand from words alone

# Possible use in Your class

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## **Graphic Information Organizers**

### **activity:**

- Take a minute and think how you could incorporate one of these organizers in your lessons
- Write on work sheet
- Turn to neighbor and exchange ideas

# Next Session

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## Homework:

- Develop and try out one Reciprocal Learning Technique and/or Graphic Information Organizer