

# Collaboration

**Collaboration** is working with others to accomplish shared goals.

Explore these strategies to intentionally support Collaboration as part of the Learning Environment in your classroom.

## **Jigsaw**

Before an investigation, ask students to think about all the Habits of Mind. Ask them to choose the one, they think will most support their work during the investigation. They can use a sticky note or clothes pin to mark the Habit of Mind they choose. After the investigation, ask students to determine if that was the Habit of Mind they needed most or if they would change their marker. Often students are surprised by which habits they used most in the investigation. Have students discuss their choices.

## **Round Robin**

Use the “Round Robin” group brainstorming technique to elicit students’ personal knowledge or to share information about a topic. Ask students a question or give them a prompt, and have them write their response on index cards. Compile a combined list from the individual cards and record additional ideas. This brainstorming allows all students to have a voice, even those less comfortable with speaking up in class, and results in building a complete list of ideas around a topic.

## **Four Corners**

For questions that have multiple possible answers and/or perspectives, put four different answers to the question in the four corners of the room. Ask students to go to a corner, discuss the topic with the other students in the corner, and then support and defend their choice to the rest of the class.

## **Board Meeting**

When sharing student work, have students form a large circle where they stand and hold white boards facing the inside of the circle. In this position they should be able to see one another's boards easily. Position yourself outside the circle, as students are more likely to engage in discourse when they are standing in the circle. Have students compare data, generate visual representations, engage in problem solving/discussing activities, etc.

## **Idea Snowball**

Utilize a variety of collaborative structures to develop and refine ideas. Use individual think time to reflect on a reading, video, or topic. Use small group time for students to share their thoughts with others and develop their ideas, and use whole group time for discussion that allows for refinement of learning. Like a snowball rolling down a hill, each structure adds layers of insight to the original idea.

## Know Your Role

Encourage effective collaboration by having students work in teams of 3-5 and take on specific roles. Each of the roles must be critical to the investigation, and each student must rely on the others to be successful. This can be an opportunity for student choice if the students show an affinity for a particular role.

## White-boarding

Use whiteboards to capture ideas and thoughts. The temporary nature of a white-board promotes risk-taking and collaboration. Students can develop models that show their understanding of a process or concept. They may use pictures, diagrams, and words to convey their meaning. Other strategies that are good for white-boarding include Gallery Walk, Board Meeting, Graffiti Wall, and Floor Display.

## Give One, Get One

Have students number their papers 1-5. Give them the topic you are about to study and have them write down 3 things they know about the topic. After they've written down 3 things, they move around the classroom and ask another student for a 4th piece of information and they share one of their ideas. They find a different student and repeat the process for a 5th piece of information.



Give one get one

## Source Swap

Have each student find a website or a video in support of the topic(s) under study. For example, if studying Earth's features, students may choose a feature (trenches, ridges, mountain ranges, etc.) and find a source with information about their chosen feature. Once they have reviewed their source they trade with another student and review the new source. The pairs then discuss the two sources and decide how to use the information as reasoning to support their claim.

## Chain Letter

Have each student start a "chain letter" with a 1- or 2-sentence summary of a secondary knowledge source. The "letter" is passed to a classmate to add to the knowledge with additional information or a summary from a different source. Continue this through enough rounds until students have enough information make a sound scientific argument.

## Mix-it-up!

Start students working with a partner on a multistep problem. Before starting the second step of the problem, have students "mix it up" by changing partners. Repeat for each new step to help students develop their ability to collaborate with various types of people.

## **Take 10 Steps**

Have students participate in a Take 10 Steps activity to promote discourse and collaboration. Give students two minutes to think and respond to a prompt. Then have them walk 10 steps in any direction. They should share their list with the person closest to them. They continue this process until time is up. Students then share their ideas with the class.

## **Repeat and Add On**

Develop student listening skills by guiding their collaborative discussions. Encourage them to share their ideas, but connect them to their classmate's ideas with this format: You said X. I also think X, and I also think Y. For example, "You said marble went farther because more force was applied to it." I also think the marble went faster because more force was applied to it, and I also think there was more force because it was applied more directly."

## **Collaborative Brain Sketch**

Conduct a collaborative brain sketch. Place students in small groups. Provide each student with a sheet of plain white paper and a pencil. Ask each team member to do a quick sketch about the topic being studied. After a designated time, have the students pass their sketches to the person on the right. This person may add to the sketch by drawing more, adding labels, or adding descriptions. After a designated time, rotate the drawings until each student has an opportunity to contribute to each drawing. Then, allow the groups time to share their finished drawings and share what they learned. Share these ideas to a class list.

## **Chart Talk**

Have students respond in groups to a topic or prompt that is on chart paper. Each student has a different colored marker. They respond directly to the prompt as well as the ideas written by their group members. The challenge is that the students don't talk at all.

# GIVE ONE, GET ONE

NAME: \_\_\_\_\_

DATE: \_\_\_\_\_

Topic: \_\_\_\_\_

Ideas from me


Ideas from others
