

# Problem-solving through Teamwork

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# Essential Question: Catalyst for Real Communication

- Why can't all children go to school?
- What is biodiversity and why do we need it?
- Why do people move to other cities, countries?
- How does a natural disaster in one place impact the entire world?
- What do stories preserve from the past/for the future?
- Why is music called a universal language?

# Building collaboration skills among learners



- Demonstrate ability to **work effectively and respectfully** with diverse teams
- **Exercise flexibility and willingness to be helpful** in making necessary compromises to accomplish a common goal
- **Assume shared responsibility** for collaborative work, and **value the individual contributions** made by each team member

# Keys to Successful Collaboration

*Face to Face Interaction*

*Equal Participation*

*Positive Interdependence*

*Individual Accountability*

*Well-developed Social Skills*

# Establish groups

- Size: 4 people per group encourages diverse points of view and allows
- Membership: include a range of talents, backgrounds, learning styles; balance male/female membership



# Sign a Group Contract

- Establish expectations for participation for each member of the group and sign a group contract.
- All members will....
  - Communicate in the target language;
  - Listen and react with respect to ideas;
  - Take turns to voice their ideas, opinions, suggestions; give complete explanations;
  - Share equal responsibilities and accountability, rotating leadership throughout the project;
  - Make decisions through discussion to reach consensus;
  - Resolve disagreements through discussion;
  - Address lack of accountability first by constructive feedback; no improvement means removal from group.



# Group Process

- Start with a question
- Brainstorm what is known about the question
- Envision a way to present a response to the question
- Decide what information is needed to respond to the question
- Establish a plan with deadlines to guide the work
- Delegate responsibilities
- Set regular check-in points to monitor progress and accountability
- Assess during and at the end of project



# Role of the Teacher

- Set clear goals related to final product:
  - Approval of work plan
  - Required elements
  - Research – resources – accuracy of information
  - Role of technology
  - Feedback on drafts: content, language
- Coach and observe
- Provide scaffolding as appropriate





# Think – Write – Pair - Share

- Organizes thinking
- Develops careful listening
- Encourages thoughtful reactions
- Builds summarizing skills



# Prediction and Verification

Fill in information found in the article (or website)

Possible Content (Predicted)	Found in article? Yes/No	What is the information ?
1. Literacy = reading and writing	1.	1.
2. Technology is not essential	2.	2.
3. All Web information is reliable	3.	3.
4. Communication today is a hybrid	4.	4.
5. Collaboration is an important skill in the 21 <sup>st</sup> century	5.	5.

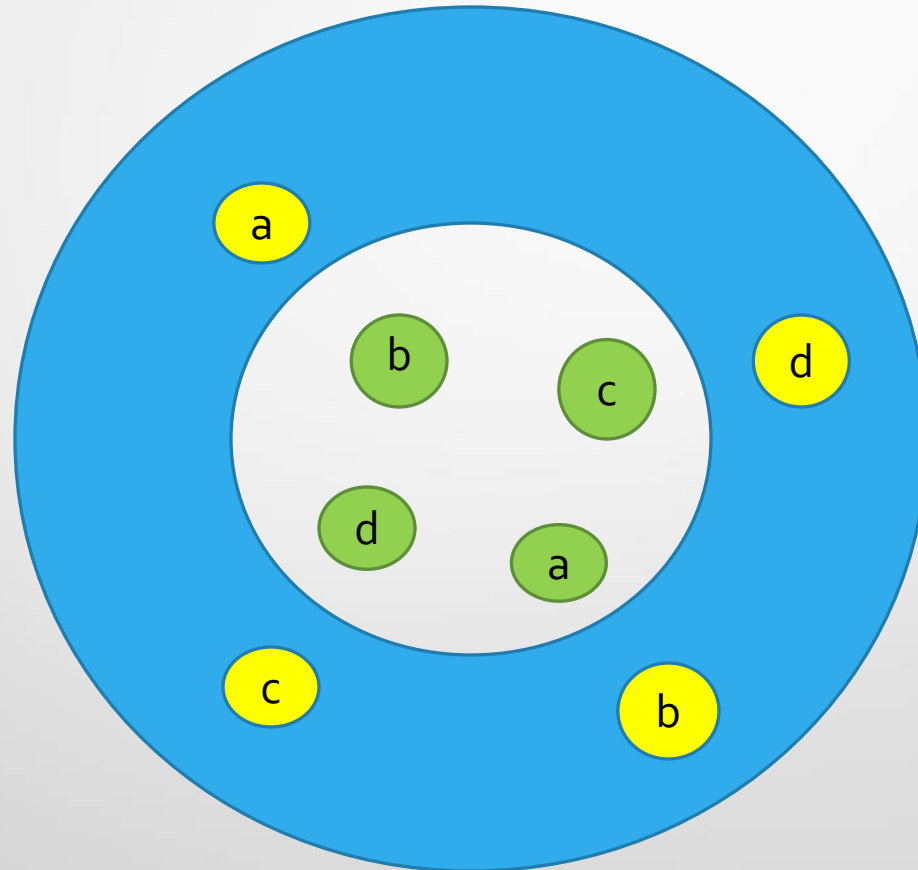
# Numbered Heads Together



# Jigsaw



# Scored Discussion



# Interpersonal Mode

## SCORED DISCUSSION

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	Not observed	Yes : frequency	Yes: quality
Initiates an idea/opinion			
Supports an idea/opinion			
Reacts to ideas/opinions respectfully			
Asks questions			
Responds to other's questions			
Listens attentively			

# Sample Scoring Guide

	No opportunity for this	Never or rarely	Some of the time	Most of the time	Always
Staying in the target language					
Contributing equally to activity					
Staying on task					
Helping each other					
Encouraging each other					
Sharing ideas					
Solving problems					
Giving feedback respectfully					
Accepting feedback respectfully					

# Collaboration Checklist

	1	2	3	4	5
Helps organize team and work plan effectively.					
Helps generate ideas from all team members.					
Exchanges ideas, opinions, suggestions respectfully.					
Listens attentively and with an open mind to ideas, opinions, suggestions.					
Uses technology successfully to collaborate with team members.					
Contributes to successful group decisions.					
Contributes to successful resolution of conflicts as needed.					
Assumes personal responsibility to contribute to final product of high quality.					
Reflects on progress and suggests revisions to plan as needed.					



# “The Fine Print”

- Make sure task requires cooperation
- Keep groups small: 4 allows breaking into pairs
- Maintain group membership for at least one unit
- Make sure outcomes of activity are clear
- Make sure that students have the target language they need in order to carry out the activity
- Model the sequence of the activity in steps: list key steps on board
- Set a time limit
- Circulate among students throughout activity
- Establish a signal to gain students' attention
- Do a quick learning check with entire class by selecting random students to share updates