

ACTIVE LEARNING: COLLABORATIVE STRATEGIES TEACHING ON HISTORY

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Introduction

In the traditional approach to History teaching, most class time is spent with the teacher lecturing and the students listening. The students work individually on assignments, and cooperation is discouraged.

Such teacher-centered instructional methods have repeatedly been found inferior to instruction that involves active learning, in which students solve problems, answer questions, formulate questions of their own, discuss, explain, debate, or brainstorm during class, and collaborative learning, in which students work in teams on problems and projects under conditions that assure both positive interdependence and individual accountability. This conclusion applies whether the assessment measure is short-term mastery, long-term retention, or depth of understanding of course material, acquisition of critical thinking or creative problem-solving skills, formation of positive attitudes toward the subject being taught, or level of confidence in knowledge or skills

Collaborative learning occurs whenever students interact in pairs or groups to share knowledge and experiences. All activities in which students work together towards a common goal, from interacting with daily partners to completing long term projects with learning communities, are collaborative learning activities.

Collaborative techniques of teaching and learning will ensure a great helping hand in the following aspects:

- 1.Promote student learning and academic Achievement.
- 2.Increase student retention.

3.Enhance student satisfaction with their learning experience.

4.Help students develop skills in oral communication.

5.Develop students' social skills.

6.Promote students' self-esteem.

7.Help to promote positive race relations.

8.Help students recognize their positive strengths and abilities and gain confidence.

9.Help students respect peer views.

10.Help students make their learning more Interesting and active.

11.Paired and group activities offer excellent opportunities for teachers to model specific methods or behaviors for their student.

12.Students who engage in cooperative learning practice social skills that will help them to succeed in real-life situations that require group collaboration.

With all the above aspects taking shape, collaborative strategies can play a very important role in teaching and learning of History. History is a subject, when taught in an Interesting manner and innovatively can help achieve most of the above aspects.

Characteristics of Collaborative Learning in Classroom

Collaborative classroom seems to have four general characteristics. They are as follows:

- 1) Shared knowledge among teachers and students In traditional classroom, the dominant metaphor for teaching is the teacher as information giver; knowledge flows only one way from teacher to student. In contrast, the metaphor for collaborative classroom is shared knowledge. The teacher has vital knowledge about content, skills and instruction and still provides that information to students

2) Share authority among teachers and students Collaborative teacher differ in that they invite students to set specific goals within the framework of what is being taught, provide options for activities and assignments that capture different student Interests and goals and encourage students to assess what they learn. Collaborative teachers encourage student use of their own knowledge, ensure that students share their knowledge and their learning strategies, treat each other respectfully, and focus on high level of understanding. They help students listen to diverse opinions, support knowledge claims with evidence, engage in critical and creative thinking and participate in open and meaningful dialogue.

3) Teachers as mediators As knowledge and authority are shared among teachers and students, the role of the teacher increasingly emphasizes mediated learning. Successful mediation helps student connect new information to their experiences and to learning in other areas, helps student figure out what to do when they are stumped, and helps them learn how to learn. Above all, the teacher as mediator adjusts the level of information and support so as to maximize the ability to take responsibility for learning.

4) Heterogeneous grouping of students The perspective experiences and background of all students are important for enriching learning in the classroom. As learning beyond the classroom increasingly requires understanding diverse perspectives, it is essential to provide student opportunities to do this in multiple contexts in schools. In collaborative classrooms where students are engaged in a thinking curriculum everyone learns from everyone else and no student is deprived of this opportunity for making contributions and appreciating the contribution of others.

Collaborative Activities

Collaborative learning activities are based on the premise that people learn better by doing activities that more closely match the way knowledge is used in real life as well as by working with their peers in a supportive learning environment. These activities better prepare students to participate more fully in their studies, in their future employment

Activities

Think-pair-share activity

Involves a three step cooperative structure during the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group.

Three-step interviews activity

Each member of a team chooses another member to be a partner. During the first step individuals interview their partners by asking clarifying questions. During the second step partners reverse the roles. For the final step, members share their partner's response with the team.

Roundtable activity

- Poses one or topic question
- One piece of paper and pen per group
- First student write one responses and pass the paper to the left, second student write response etc.
- Continues around group until time elapses.
- Students may say pass at any time.
- Group stops when time is called

Structure learning team group roles activity

When putting together groups to consider assigning for having students select their roles for the group students may also rotate group roles depending on activity.

Jigsaw activity

Groups with five students are set up. Each group member is assigned some unique material to learn and then to teach to his group members. To help in the learning students across the class working on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original group's reform and students teach each other. Tests or assessment follows.

Number head together activity

A team of four is established. Each member is given numbers of 1, 2, 3, and 4. Questions are asked of the group. Groups work together to answer the question so that all can verbally answer the question. Teacher calls out a number (two) and each two is asked to give the answer.

Literature circles activity Students are assigned to small collaborative reading group which provide designed roles for each member a share responsibility for their learning.

Team Jigsaw activity Assign each student in a team one fourth of a page to read from any text or one fourth of a topic to investigate or memorize each student completes his or her assignment and then teaches the other or helps or put together a team product by contributing a piece of the puzzle.

Teachers' Role in Collaborative Classroom

Teachers facilitate collaborative learning is to establish classroom with diverse and flexible social structure that promote the sort of classroom behavior they deem appropriate for communication and collaboration among students. These structures

are rules and standard of behaviors, fulfilling several functions in group interaction and influencing group attitudes particular rules depend of task, on the classroom context. Teachers often develop them collaboratively with students and review or change them as needed. The rules are giving all members a chance to participate, valuing others commands and arguing against or for ideas rather than people. The group functions are asking for information, clarifying, and summarizing, encouraging and relieving tension. To facilitate high quality group interaction and students may need to practice, rules and functions for group interaction.

Students' Role in Collaborative Classroom

Students also assume new roles in the collaborative classroom. Their major roles are collaborator and active participator. It is useful to think how these new roles influences the process and activities students conduct before and after learning, student set goals and plan learning tasks, during learning they work together to accomplish tasks and monitor their progress, and after learning they assess their performance and plan for future learning. As mediator, the teacher helps students fulfill their new roles.

Students' Role

Members of effective collaborative learning groups have specific roles. Each member may assume several role at a given session in fact for smaller groups it will be necessary for each member to have more than one duty. Name of the role working in group is given as below:

1) **Leader:** The leader is responsible for keeping the group on the assigned task at hand. S/he also makes sure that all members of the group have an opportunity to participate, learn and have the respect of their team members. The leader may also want to check to make sure that all of the group members have mastered the learning points of a group exercise.

2) **Recorder:** The recorder picks and maintains the group like and folders on a daily basis and keeps records of all group activities including the material contributed by each group member. The recorder writes out the solution to problems for the group to use as notes or to submit to the instructor. The recorder may also prepare presentation materials when the group makes oral presentation to the class.

3) **Reporter:** The reporter gives oral responses to the class about the group's activities or conclusion.

4) **Checker:** The checker makes sure that all team members understand the concepts and the team conclusion

5) **Questioner:** It generates questions and involves all students

6) **Assessor:** Evaluates the progress of each work session.

7) **Summarizer:** Restates the team's conclusion or answers.

8) **Spokesperson:** Represents the group and presents group work to rest of the class.

9) **Timekeeper:** The timekeeper is responsible for making sure that the groups work area is left the way it was found and act as a timekeeper for timed activities.

10) **Team facilitator:** Moderates, discussions, keeps the team on schedule, ensures that work is completed by all and makes sure that all have the opportunity to participate and team.

11) **Elaborator:** Relates the discussion with prior concepts and knowledge.

The following paragraph describes about lesson plan on collaborative strategies, how it helps the students in learning, how to use in the classroom. Lesson plan on Egyptian Civilization

LESSON PLAN

Overview: Egyptian Civilization Geography, Farming, Nile River

Objective of the Lesson:

1. The pupil gains knowledge about Nile River played an important role in the lives of ancient Egyptian.

2. The pupil develops the skill of map reading.

Material Required: Blank sheets of paper, coloring pens or markers, Printed Materials:

(Handouts; Culture and Civilization, Dawn of civilization, farming of civilization, Nile river.

Maps; Geographical location of Egyptian Civilization, Nile river in Egypt, Tigris and the Euphrates river in Iraq, Sindhu river in India, Yangtze river in china)

Time required: 80 minutes

Correlation with other subject: Geography

Reference: The Encyclopedia of World History

Activity: Jigsaw Activity

The students are divided into groups 5 to 6. Each student learns material individually and combines their knowledge with others. As if the separate information where pieces of Jigsaw puzzle. Each group member is assigned some unique material to learn and then to teach to this group members. Students across the class working under some sub-section, get together to decide what is important and how to teach it. After practice in these experts groups the original groups reform and students teach each other.

Objective of Activity

- Pupil discriminate between facts and opinion
- Pupil develops the interpersonal skills, higher level thinking skill, social interaction skill, responsibility for each other, a sense of appreciation for the work done by other groups and their ideas.
- Pupil expresses his/her view in a group.

Procedure:

1. Group Size 5 to 6

2. Room arrangement Round table so that group members will Face one another.

3. Group Task (20 to 25 minutes)

As a group decided who will be the leader, recorder, presenter and timer. Everyone must contribute to group discussion. Group leader provides each group members with the handouts. They get 10 minutes to read the handouts provided. Leader sets the agenda of the session with input from the rest of the group. The recorder draws the diagram and writer down the important points on the chart. The timer keeps track of time and makes sure everyone take turns and contributions. The presenter presents the chart in front of the class.

4. Group Presentation (20 to 25 minutes)

Each group will have 5 minutes of class time to present their topic. The students locate places on a map of Egypt where important river of the Egyptian civilization. The students should explain why Egypt was called the 'Gift of the Nile'. It is the responsibility of other groups to pay close attention to the presentation and take notes on a separate paper as a different group present.

Evaluation: After the group presentation teacher distribution the evaluation sheet to each student in the group.

Fill in the blanks

1. A French scientist named _____ found the key to the script.

2. Egypt proved to be the _____

3. The Greek Historian Herodotus has rightly called Egypt as the _____

Assignment: Collect information about the Nile River in Egypt

Handout 1 Culture and Civilization

Man is thinking animal. He also is a creative animal. He strives constantly to make his life happy and to enrich it out of this desire. He creates art and literature and preserves them. He creates religion and codes of ethics so that he cans life happily in society. All things created by men are included in the term culture. Man also strives to make his worldly life happy. He seeks to create contests for his happiness. Civilization includes the things that give worldly happiness to man.

Civilizations concerned mainly with the fulfillment of the physical needs and culture with psychological needs of man. The term civilization denotes our material progress whereas culture denotes our intellectual and moral progress although there is a distinction between civilization and culture. It should not be over emphasized because civilization and culture overlap and interact. They are quite complementary. Therefore historians often use the term civilization in a wider sense which includes both civilization and culture.

Handout 2 The Dawn of Civilization

The age of mental, large human habitations were seen at many paces. The development of agriculture had pared the way for a settled life. Agriculture gave rise to many allied professions and vacations. The society was organized into various classes. The concept of private property and trade started gaining ground out of the need to protect life arose the idea of public administration. Large human settlements equipped with such administrative machinery generally developed in the valley of major rivers and are known as the river valley civilization. All ancient cultures developed in the valley of rivers. Thus the Nile in Egypt, The Tigris and the Euphrates in Jrag, the Sindhu in India and Yangalse in China are some of the rivers along which civilizations developed in Ancient time.

Egyptian civilization situated in the north-eastern Africa. Egypt is known as the land of pyramids. A stone inscription was discovered at Rosetta during Napoleon Bonaparte's invasion of Egypt in 1798 A.D. This inscription bears writing in ancient Egyptian Hieroglyphic script along with its transliteration in Greek. Thus, deciphering the ancient script of Egypt became possible. A French scientist named J.E. Champollion found the key to the script. This discovery opened up new vistas for understanding the ancient Egyptian civilization

Handout 3 Farming in Ancient Egypt

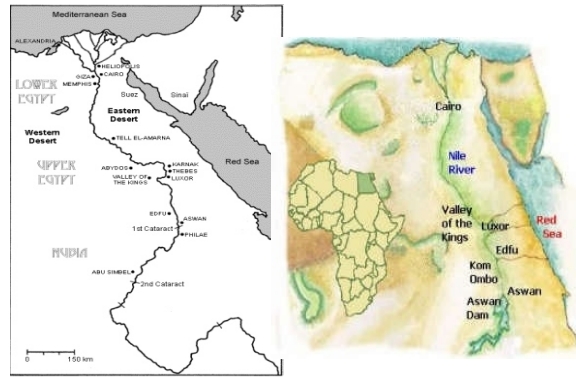
In the early stage of agriculture man had no idea of fertilizing the soil with manure. He simply used to move to a new area when his land lost its fertility. This process continued till man finally settled in area where nature constantly kept land fertile. i.e. in river valley. The river valleys provided man with pastures, fertile land and water for irrigation. This is the main reason why the most ancient civilization emerged in the river valleys. The Egyptian civilization is regarded as the most ancient river valley civilization. Thus Egypt proved to be the cradle of civilization.



Handout 4 Importance of Nile River

The Nile is the world's longest River it is over 4000 Niles Long. The Nile gave the Ancient Egyptians many gifts these ancient people had fresh water for drinking farming and even for making paper made from the wild papyrus weed that grew along the shores of the Nile. The Greek Historian Herodotus has rightly called Egypt as the 'Gift of the Nile' The Nile is the chief river of Egypt. The Ancient culture of Egypt extended from the present. Aswan Dam to the mouth of the Nile. The alluvial soil of the Nile valley easy transport made possible by the river and the resultant flourishing trade enabled the Ancient Egyptians to achieve an all round development.

Maps
Geographical Location of Egyptian Civilization



Yangtze River in China





The Four World River Valley In Farming



References

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