

Building Collaborative Groups

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| <p>Theme: The goal of education is to turn novice learners into expert learners—individuals who want to learn, who know how to learn strategically, and who, in their own highly individual and flexible ways, are well prepared for a lifetime of learning</p> | <p>Type: Routine to build learner-centered groups for PBL work</p> | |
| <p>Time: As needed - can be quick once routine is established; if introducing for the first time plan for a half class period.</p> | <p>Goal: Students self-construct groupings with teacher feedback, based on known student strengths and skills in order to create groupings in service of goal/project activities</p> | |
| <p>Step Through</p> | <p>UDL Guidelines Addressed</p> | <p>Notes:</p> |
| <p>1. Introduction - Learning happens within relationships - your relationship to the learning environment as you use resources, tools, supports and express your understandings - and, your relationship to others as you work in collaboration with peers and adults. For this reason, it is important that we work in collaborative groups where we can utilize our strengths and have the opportunity to learn from each other around our challenges.</p> | <p>8.3 Foster collaboration and communication</p> | |

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| <p>2. Activity:</p> <ul style="list-style-type: none"> a) teacher introduces the task/project/activity ahead, in a group discussion facilitated by the teacher students explore the skills and resources needed to successfully complete the task/project/activity ahead; b) students and teachers should raise a variety of key skills, resources, and social and emotional skills; c) once the challenges of the task/project/activity are mapped and goals of the task/project/activity are articulated - students are prompted to take a private moment of reflection where they identify one or two skills/strengths they will bring to the task/project/activity - these reflections are submitted to the teacher who maps students skills/strengths (name, skill/strength on sticky note) to the task/project/activity needs (teacher may add some at this point with individual students permission); d) in the next session students look over the task/project/activity - student strengths/skills map, and are charged with co-creating collaborative teams that represent the range of activity needs and student skills in each group; e) if any group has a gap in skills needed they brainstorm with their teacher how to fill that gap. | <p><u>7.1 Optimize individual choice and autonomy</u></p> | |
| <p>3. Reflection: At the conclusion of the collaborative work (and after no longer than two weeks) students are given an opportunity to update their UDL expert learner map (see <u>Good Day/Bad Day Activity</u> and <u>Helicopter Activity</u> to construct UDL expert learner map). Students ask "how have I developed as a learner through this work" "what are my new goals for self-development." Then students work in their collaborative group to reflect on their experience as a team. Students are prompted to write on sticky notes celebrations and challenges. No one should write about another student but rather frame comments with regard to themes that should be celebrated or improved - for example "I would like to see us work on listening actively and without just waiting to talk, or interrupting others." Once all the sticky notes are placed on the wall or table they are sorted into like-minded comments - all of the comments are read, and the team votes on one challenge to focus on over the next week or over work on the next task. Continuous improvement in group dynamics, collaboration and skill development are celebrated across teams.</p> | <p><u>7.2 Optimize relevance, value and authenticity</u></p> | |