

COLLABORATIVE LEARNING; A TECHNIQUE TO ENHANCE ACADEMIC EFFICACY

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Abstract

In a collaborative learning environment, students work in groups to investigate important questions or produce worthwhile projects. Collaborative learning can take many forms, such as students from various schools working together virtually on a shared assignment or a group of students debating a lecture. It entails the creation of cooperative communities where individuals or groups engage in problem-solving and learning activities. The learning process can be enhanced by the atmosphere that collaborative learning offers. With the assistance of collaborative partners, a collaborative learning system focuses on improving and integrating students' subject knowledge and learning process. This paper discusses the characteristics of collaborative learning, the stages involved in creating instructional materials for it, the different kinds of collaborative learning, and the numerous applications for it. the benefits and drawbacks of group education.

Key words Collaborative Learning, Brain storming, Jigsaw

Introduction

When two or more students learn anything together, it's referred to as collaborative learning. In contrast to solitary learning, students participating in cooperative learning make use of one other's abilities and resources by exchanging ideas, asking for information, assessing each other's work, and so on. More precisely, collaborative learning is predicated on the idea that knowledge can be produced within a population whose members actively engage in role-playing and experience-sharing. Stated differently, approaches and settings for collaborative learning involve students working together on a project where everyone is responsible for and dependent upon one another. These include in-person interactions as well as online forums, chat rooms, and online forms. Conversation analysis and statistical discourse analysis are two techniques for analysing the collaborative learning process.

Thus collaborative learning is commonly illustrated when groups of students work together to search for understanding, meaning, or solutions or to create an artefact or product of their learning. Furthermore, collaborative learning redefines the traditional student-teacher relationship in the classroom which result controversy over whether this paradigm is more beneficial than harmful. Collaborative learning activities can include collaborative writing, group projects, joint problem solving, debates, study teams and other activities. This technique is closely related to cooperative learning.

Learning through collaboration is one of the most effective forms of learning. Teaching and learning in isolation are very restrictive and hinder progress. Learning in groups enhances the scope of learning and develops critical thinking. Technologies plays a big role in developing all of these characteristics for modern classrooms. These classrooms enhance the learning experience and prepare students for higher education and work force. The prominent social media for teacher's classrooms are Facebook, twitter, Pinterest, blogger, you tube and so on

By collaborative learning, we mean that the majority of students will study in groups the majority of the time, regardless of where they are in the world. These kinds of groups are probably completely virtual, meaning that their constituent members might never really meet. Members of the group will be heavily dependent on one another for the calibre of their learning, but they are also very real in all other ways. Such a group may be official or informal, tiny or vast, homogeneous or heterogeneous, depending on the situation. When learning occurs primarily through group interaction, the instructor's role is likely to be more of that of a facilitator than an active knowledge provider.

- Common learning objectives and results inform the design of a group learning assignment.
- Teams consisting of high, average, and low achievers who are mixed-race and sexual orientation study together to understand academic courses.
- Small group learning occurs in groups of three to five students.
- Cooperative behaviour includes trust-building exercises, collaborative planning, and an awareness of team support.
- Reward systems are more group-cantered than individually oriented.

Instructional phases of Collaborative Learning

There are five phases for designing instruction for collaborative learning

- 1 Engagement
- 2 Exploration
- 3 Transformation
- 4 Presentation
- 5 Reflection

Types of collaborative learning

- 1 Informal collaborative learning group
- 2 Formal collaborative learning groups
- 3 Problem based learning
- 4 Collaborative base group
- 5 Think pair share
- 6 Jigsaw collaborative learning

Ways of applying collaborative learning

There are various ways in which collaborative learning can be applied.

They are

Brain storming

The brain storming describes a group process of creative problem solving. It facilitates generation of ideas quickly. It stimulates fresh and enable participants to break loose from fixed ways of responding problem

Four basic rules of brain storming are

- Criticism is forbidden and adverse judgements of ideas must be withheld until later
- Freewheeling is welcomed every response is accepted without discussion or judgement
- Welcome as many responses as possible, quantity is wanted, for greater the number of ideas, the greater the likelihood of devising solution to problems
- Combination and improvement are sought.

Steps

1. presentation of the problem
2. Provide relevant information

3. Record ideas put forth by the participants
4. Combine similar ideas
5. Evaluate each ideas/solution

Task group

1. A task is identified
2. Small groups are formed
3. Each group of class is assigned a specific task to be completed within a time frame
4. Task of each group is evaluated by the other group
5. Completion of task is responsibility of all

Think pair share (Consider pair sharing).

Think, pair, share is a cooperative learning approach where students cooperate to find a solution or respond to a query regarding a given assigned reading. In order to use this strategy, students must consider a problem or provide a solution on their own, then present their views to their classmates. Students answer questions in pairs and exchange their answers with one another. The class is then encouraged to hear the students' comments.

Jigsaw (Puzzle Pieces)

Jigsaw is a cooperative learning method that helps students practice gathering, reviewing, and debating new information in an informed manner. There is the development of interdependence and status equality. The approach is

- Every team member becomes an expert in one area
- Members of other teams are allocated to the expert group
- Upon returning to their teams, each member instructs the group in turn.
- Every student receives feedback on every facet of the subject.

Advantages of Collaborative Learning

- Enhance problem solving
- Inspire cultural Thinking
- Improves social interaction and supports diversity
- Aids the development of self-management skills

- Development of oral communication skills
- Increased cognitive analysis and problem solving skills
- Collaborative learning is more students centred
- There is sharing of authority and acceptance of responsibility
- Collaborative learning is based on the idea that learning is a naturally social act in which the participants talk among themselves
- Collaborative learning is connected to the constructivist's view that knowledge is a social construct
- Enhancing student satisfaction and promoting positive attitude
- Improved verbal skills
- Improved cross cultural understanding
- Collaborative Learning increases student retention

Disadvantage of Collaborative Learning

The teacher's power is diminished. Students take up the reins of authority. Consequently, some educators can feel like losing their cool.

The lack of qualified teachers to facilitate cooperative learning;

Inadequate supervision of the group's work

- Not every student is actively engaged in their education.
- Some pupils dominate collaborative learning
- An untrained teacher may find it challenging to check and recheck the work of all the groups working simultaneously; and meaningful learning necessitates extremely careful planning
- A number of factors must be taken into account, including the requirements, talents, and interests of each student as well as the activity's scope, the subject to be addressed in the group, group dynamics in the classroom, and classroom management.

Conclusion

Collaborative learning enhances students' academic performance, social skills, and class relationships. It encourages active participation, allowing students to learn strengths and weaknesses, and develop new problem-solving techniques. Successful integration into teaching plans enhances the learning process and brings students happiness.

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