

Collaborative Teaching A Pre-Requisite of Effective Learning

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Abstract

A teaching strategy known as collaborative teaching involves groups of students cooperating to solve a problem, finish a task, or produce a product. The 21st century is seeing an increase in collaborative activities including teaching, learning, thinking, and working. For the majority of pupils, cooperation in education is the most effective way to promote instructional initiatives. The role of teachers who employ collaborative learning strategies has changed. In a collaborative atmosphere, teachers operate as experts who build academic programmes for students, as instructors or mentors, particularly in the emergent learning process, rather than as experts who transfer information to the students.

Keyword: Effective Learning, Collaborative Approach, Teaching Strategy

Introduction

Significant improvements in higher education were made to an astonishing and worldwide degree more than three decades ago. The main adjustment brought about by these changes is the requirement for a change in the educational paradigm from the conventional teacher-directed paradigm to a student-centered paradigm. Barr and Tagg (1995) did a good job of articulating this subject, which covers the fundamental change that underpins many other reforms in higher education. Students that collaborate in groups exhibit greater levels of cognition, retain information, and retain knowledge than those who work alone (Johnson, & Johnson, 1986).

Analysis

According to Samuel Totten et al. (1991), collaborative learning and information sharing allow students the chance to discuss the subject, take responsibility for their learning, and therefore lead to create crucial thinkers. In college classrooms, collaboration style of teaching denotes a change from traditional teacher- or lecture-centered teaching to student- or learner-centered learning. The lecture/listen/note-taking procedure seldom happens in a group context.

The focus of collaborative learning (CL) is on approaches that involve student discussion and active participation in the subject. Teachers don't view themselves in CL practises as only adept knowledge communicators with the pupils. They function more as knowledgeable mentors who guide pupils through intellectual experiences, or as coaches or midwives in more urgent circumstances (Smith, & MacGregor, 1992).

This page attempts to weave its own unique perspective on the subject, providing the term's notion and outlining the advantages of using CL. The main defense of liberal education is presented, but within a more flexible framework that allows students to learn at their own speed. This article examines surveys

on cooperative learning and teaching methods. This essay begins with a succinct history of CL before moving on to its definition and general idea. It lists CL's main components and highlights its main advantages. Through the analysis of the literature on the CL, the literature on its components, and the literature on the advantages of C, key concerns were discovered.

According to Kenneth Bruffee (1996), the 1950s and 1960s work of British educators and academics served as the foundation for the concept of CL. Teaching physician M.L.J. Abercrombie discovered that medical students who work in groups make quicker diagnoses and more accurate decisions than those who work alone. From a socioeconomic perspective, students need and deserve engaging, encouraging learning settings, engaging subject matter, and the chance to participate in learning activities that foster cooperation with their classmates, instructors, and the greater global society (Executive Summary, 2008). A teaching strategy known as collaborative teaching and learning involves groups of students working together to solve a problem, complete a task, or create a product (MacGregor, 1990).

The idea of CL, the pairing and grouping of individuals to achieve a similar learning objective, has been the subject of several studies. When using CL, students of varying ability levels collaborate in small groups to achieve a shared objective. They are each accountable for their own and one another's learning that has been accomplished. As a result, the success of one learner contributes to the success of the others, and the success of one learner affects the success of the group (Gokhale, 1995).

Johnsons (1994) demonstrated five requirements must be met for a more effective and successful CL. These requirements are:

- Positive interdependence;
- Promote interaction;
- Individual and group accountability;
- Social skills; and
- Group processing. Woods and Chen (2010) cited Johnsons in support of their findings.

Collaboration has shown to be the most successful teaching method in education for the largest number of pupils. CL is a catch-all word for a variety of educational techniques including collaborative student or teacher academic projects. Students typically work in groups of two or more, looking together for understanding, answers, and meanings or producing a product. Although CL techniques vary widely, their core focus is on student work rather than the teacher's; they are primarily concerned with student investigation rather than just the teacher's presentation. The term "CL" does not just refer to students collaborating in groups. The following five criteria are the fundamental components to qualify CL, according to Laals (2012), who cites Johnson, et al. (1990):

- Positive dependency that is clearly perceived: Team members should rely on one another to complete the task. Everyone will experience consequences if one person doesn't perform their share. Members must feel connected to one another and that their success is a team effort. In a CL environment, they float or sink collectively.
- Considerable interaction: Participants support and motivate one another's learning. They accomplish this by sharing what they know and by learning new things. Group members must work together, giving each other feedback, disputing assumptions and logic, and maybe most crucially, educating and motivating one another.
- Individual accountability and personal accountability: Each student in a group is responsible for their fair part of the work and for learning every piece of information.

- Social skills: The development and practice of social skills such as leadership, decision-making, communication, and skill management are encouraged and supported for students.
- Self-evaluation by the group: Team members establish collective objectives, review their progress on a regular basis, and decide what needs to change going forward.

A new paradigm of teaching is what Johnson, Johnson, and Smith (1991) characterize as:

1. Students generate, recognize, and change knowledge. By processing the notion of the studied material through already-existing cognitive structures and storing it in long-term memory, where it may be processed further and perhaps rebuilt, the faculty creates scenarios in which students can comprehend the concept.
2. Learners create their own knowledge actively. As opposed to being done to the student, learning is seen as something the learner performs. It is accomplished and involves active participation rather than being only heard.
Students don't learn from teachers or colleges in a passive way. Students either engage their pre-existing cognitive structures or create new ones that will be used.
3. Faculty work aims to enhance students' talents, skills, and capacities.
4. As students and professors collaborate, education is a personal exchange between them both.
5. Only a cooperative environment can support all of the aforementioned activities.
6. Teaching is expected to be a combination of combining theory and research, which requires extensive and beneficial teacher preparation as well as ongoing updating of skills and procedures. CL paradigm, has many advantages over competitive or individualistic learning. Contrary to traditional education, which primarily emphasizes acquisition of the facts, higher level thinking abilities enable learners to comprehend the learned knowledge and analyze, evaluate, synthesize, and apply it (Klemm, 1994).

Conclusion

CL suggests interacting with other people in a way those values and highlights each person's strengths, skills, and group contributions. The group members assume responsibility for the acts of the group and share power. A learning activity may only be considered CL if it has the following components: positive interdependence, significant interaction, individual accountability, social skills, and group processing. Implementing learning through cooperation leads to several potential advantages, including: social, academic, psychological, and evaluation advantages.

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