RAR #2

The problem of practice for our group is how can we create opportunities where students can build their confidence and the skill of collaboration amongst each other? As a research team, we will support students in voicing their ideas through discourse in the form of reflective discussions and peer feedback in order to shift the relationship between student and teacher to be more equitable. The articles I chose to explore touch upon strategies that could further support student collaboration.

According to Thousand et al. (1994) there are 5 elements to collaborative learning among students:

" 1. Clearly perceived positive interdependence 2. Considerable promotive (face-to-face) interaction 3. Clearly perceived individual accountability and personal responsibility to achieve the group's goals 4. Frequent use of the relevant interpersonal and small-group skills 5. Frequent and regular group processing of current functioning to improve the group's future effectiveness." Each of which were discussed further in the article.

My interpretation from reviewing these elements was that it creates "Positive interdependence" (Thousand et al. 1994); basically means, a team who works together strives for better together. The elements illustrate the importance of trust and teamwork. Without setting a foundation of trust within the group, students are less inclined to help one another. With trust comes motivation to keep one another accountable. Students are also more likely to encourage each other to succeed. From there students are able to reteach one another and share each other's strategies to the small group and to the whole group.

I learned some great techniques from this reading. Including assigning each member of a group with a certain job task that way not one individual feels like they have to "carry the team". Also, I enjoyed reading on the idea of whole group celebrations. At the end of each small group lesson we come together as a whole group and the teacher shares highlights of what they noticed from each group. Students could also be a part of the celebrations and celebrate their own group. This would indeed enhance our team's approach to our practice problem, as it has the potential to boost students' self-assurance and promote effective collaboration.

The next article I reviewed was "Family Engagement in Literacy" (Piper, 2023) which highlights the significance of fostering connections with students' families to further comprehend their unique backgrounds and identities. It was a new perspective on effective methods to

promote collaboration skills and build confidence in our students. Not all the work is placed on the students. It is a team effort between parents and teachers. Maintaining peace and connecting the two worlds (personal and school lives) students would be more inclined to engage in their learning.

Both articles offer valuable insights on effective strategies that promote student collaboration in the classroom. Additionally, I found it reassuring to discover that certain techniques I have been implementing align with the recommended practices outlined in the articles. This knowledge allows me to confidently explain the rationale behind my current instructional methods.

References

Elish-Piper, L. (2023). Family Engagement in Literacy. *Illinois Reading Council Journal*, *51*(4), 54–58. https://doi.org/10.33600/IRCJ.51.4.2023.54

J. Thousand, A. Villa and A. Nevin (Eds), Creativity and Collaborative Learning; Brookes Press, Baltimore, 1994.