Purposeful Pedagogy – Collaboration Session Lesson Plan
60 minutes

I'd begin by asking them to list out all the reasons why collaboration doesn't work or falls apart during a lesson, and explain that structures and strategies, when put in place, help prevent those things from happening. Group work doesn't usually happen organically. Then I'd go into the different components. I'd define it, explain its purpose and how it contributes to learning, and then give them examples of each. Maybe at the end, they can look at each component and the identify things that they have already done that they found were effective, or brainstorm some new ideas for their teaching this semester.

1. Group work pair-share (10 min)
   - Quickwrite – describe each of these situations. Just describe. Low inferences.
   - Pair share
   - Report back to group (3 people)

Group Work that sucks	Group work that is energizing because you're learning

2. What are the reasons why group work is not always meaningful? (10 min)
   - Groups of 3
   - Round robin –
   - Report backs

3. Collaborative Work – Overview of Basic Components (10 min)
   - Structure, structure, structure
     - Norms for group work
       - Step Up/Step Back
       - Keeping time
     - Clear tasks, purpose, and product - agendas, protocols, task design
     - Roles and responsibilities – buy in and accountability
       - Notetaker, timekeeper, task manager
       - Dividing work into different components
       - Inter-dependency – the final product cannot be done without each person pulling their own weight
     - Groupings and group dynamics
       - Content expertise
       - Personality
       - Who needs support
       - Organization skills

4. Jigsaw: Base Groups – Tasks for each component of collaborative work. (15 min)

Norms -
Make a list of important norms for group members to follow that facilitate effective collaboration.
Roles and Responsibilities –   - Make a list of ways that roles and responsibilities could be divided between members of a group.   - Come up with an example of a task designed in such a way that the final product cannot be done without each person in the group pulling his/her own weight.
Groupings –   - Make a list of 8 students in your class right now. Put them into two groups of four. (Do this individually first.)   - Discuss: Which combinations work? Which won't work?   - Discuss: What are the challenges to creating meaningful groupings?
Clear task, purpose, and product   - Discuss: What are the differences between agendas, protocols, and tasks?   - Choose one of the following kinds of tasks. How would a group engage in this kind of task? What kinds of structures would a group need to facilitate their work?   - de-constructing a text; forming consensus/decision-making; problem-solving; applications of theory to scenarios; examining case studies; creating/designing something new

Jigsaw: Expert Groups (10 min)
- Round Robin share out

5. Lesson Design (5 min)
- One thing that I will do in my class next week to incorporate collaboration in my classroom
- Whip Around

Norms -

- Make a list of important norms for group members to follow that facilitate effective collaboration.

Roles and Responsibilities –

- Make a list of ways that roles and responsibilities could be divided between members of a group.
- Come up with an example of a task designed in such a way that the final product cannot be done without each person in the group pulling his/her own weight.

Groupings –
- Make a list of 8 students in your class right now. Put them into two groups of four. (Do this individually first.)
- Discuss: Which combinations work? Which won't work?
- Discuss: What are the challenges to creating meaningful groupings?

Clear task, purpose, and product
- Discuss: What are the differences between agendas, protocols, and tasks?
- Choose one of the following kinds of tasks. How would a group engage in this kind of task? What kinds of structures would a group need to facilitate their work?
  - de-constructing a text; forming consensus/decision-making; problem-solving; applications of theory to scenarios; examining case studies; creating/designing something new

Basic Elements of Classroom Collaboration *Structure, structure, structure*

- Norms for group work (i.e., Step Up/Step Back, keeping time)
- Clear tasks, purpose, and product - agendas, protocols, task design
- Roles and responsibilities – buy in and accountability
  - Notetaker, timekeeper, task manager
  - Dividing work into different components
  - Inter-dependency – the final product cannot be done without each person pulling their own weight
- Groupings and group dynamics
  - Content expertise
  - Personality
  - Who needs support
  - Organizational skills

Collaboration Strategies

1. Pair-Share
- Individual responses to a prompt
- Share with the person next to you
- Report back to the group
  - Variation: Report back to the group what your *partner* said

2. Round Robin
- Prompt
- Pick the person who will talk first
- Point to the next person who will talk
- No interruptions until time is up
- Speaker responds to the prompt, then other people take turns responding to the speaker
- Each person takes a turn in the round
- Open Exchange – open up conversation

3. Protocols – How a group engages in conversation
http://www.nsrfharmony.org/protocol/a_z.html

4. Jigsaw
- Put students in a "base" group – This group should become an expert on one thing
- Students reconfigure into "expert" groups – This group consists of one person from each base group so that every base group is represented by one person in the new expert group. Members of this group report back their findings from the "base" group.