

# New Methods For Teachers

**Özdere/İzmir 18-25/06/2018**

# Group Building: 5 Finger-Introduction

Draw hand on a A4 paper, (glue on photo if you have) –  
Answer each question in the appropriate finger, but write only  
key words; **time : 4 minutes**

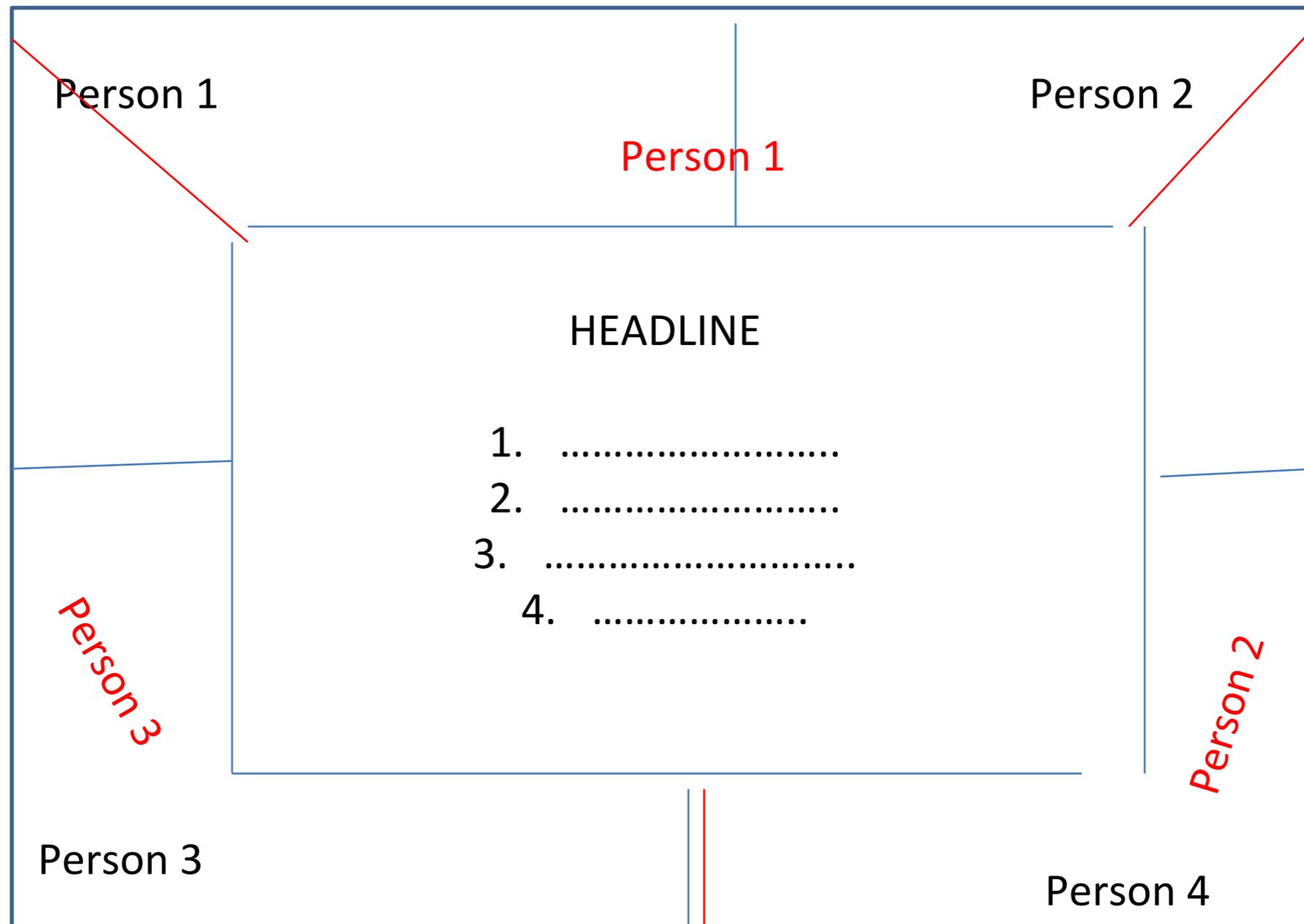
1. **Thumb:** What type of music do you like?
2. **Index finger:** If you could have lunch with anyone (alive or dead) who would it be?
3. **Middle finger:** What is an important event in your life so far?
4. **Ring finger:** Why did you choose to participate in this course?
5. **Little finger:** What do you like to eat or drink?



# Placemat (1)

No 4 / 3 draws a placemat:

red = group of three



# Placemat (2)

**Academic task:** Write down essentials / points for a lesson, in which students will learn *well!*

**Social task:** Please talk quietly at your table. Think of a „30-Centimeter-Voice“.

# Placemat (3)

- **Individual Activity (3 minutes):**  
Take a minute to think about and then individually write down your ideas and thoughts about the subject in your part of the placemat .
- **Group Activity (10 minutes):**
  - a) Turn the placemat so that everyone can read silently the notes of the other team mates or read aloud (think of having a soft  voice!).
  - b) **Discuss:** which thoughts and ideas do you have in common? Or is there a thought of one person, which all of you think is very important?  
No 3 starts.
  - c) **Come to an agreement.** No 4 (1) writes your points in the middle!  
Please write carefully and with **big** letters, so that your writing can be seen from a distance of 2-3 meters!

# Placemat (4)

## Plenary session:

1. Presenting: One person of each group (***Numbered Heads***) presents the group's placemat to the whole class.  
No 2 please do it. Your group may help!
2. Debating: What is noticeable? What is equal? What is different?
3. Reflecting on the method Placemat?  
\*\* When can you use it? \*\*  
What's important to stress / emphasize!

# Placemat (5)

The Placemat Strategy allows students to think about, to record, to share ideas and to come to a consensus about a concept/topic.

You can use it whenever you want to activate the sharing among students and have them discover common elements, e.g.:

- about prior knowledge before you start a new topic,
- about essential points at the end of a topic,
- in classroom management: finding decisions or solving a problem
- .....

# How Cooperative Learning differs from Group Work – Method **Jigsaw**

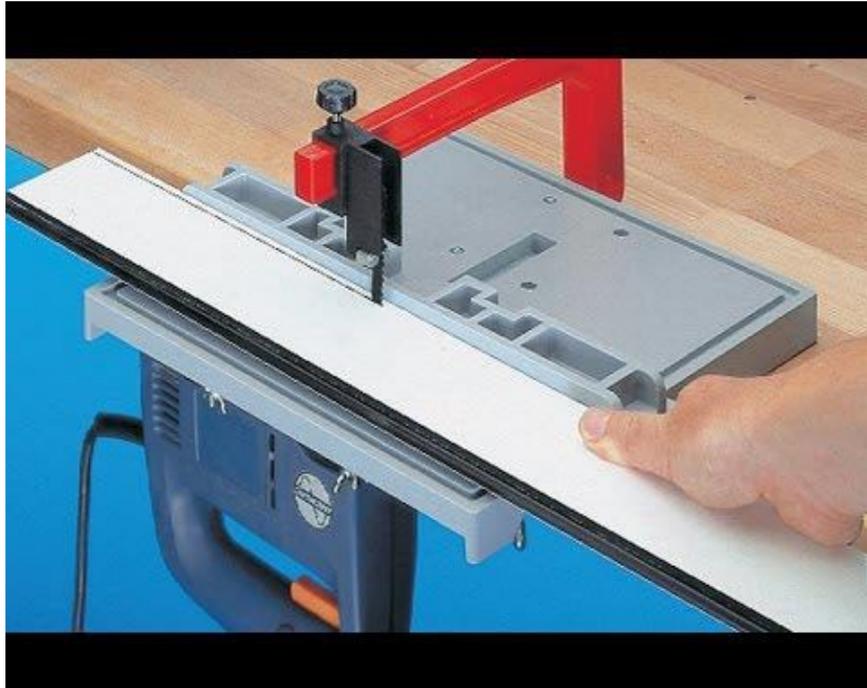
*„Just because you put students in a group doesn't mean they will work as a team“.*



**Norm and Kathy Green, Canada**

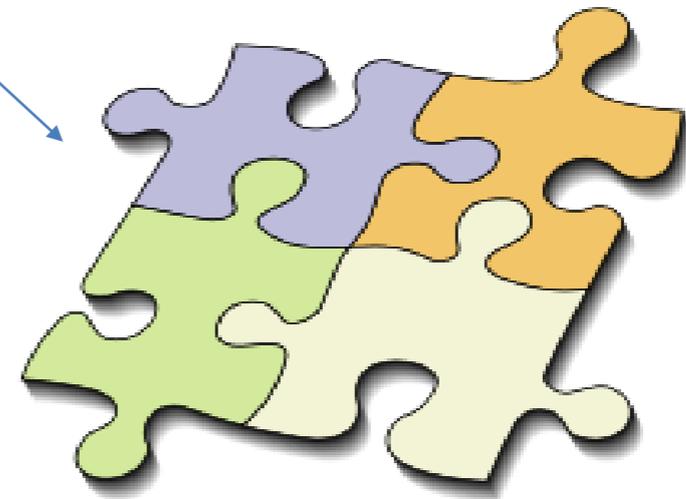


# What does **Jigsaw** mean?

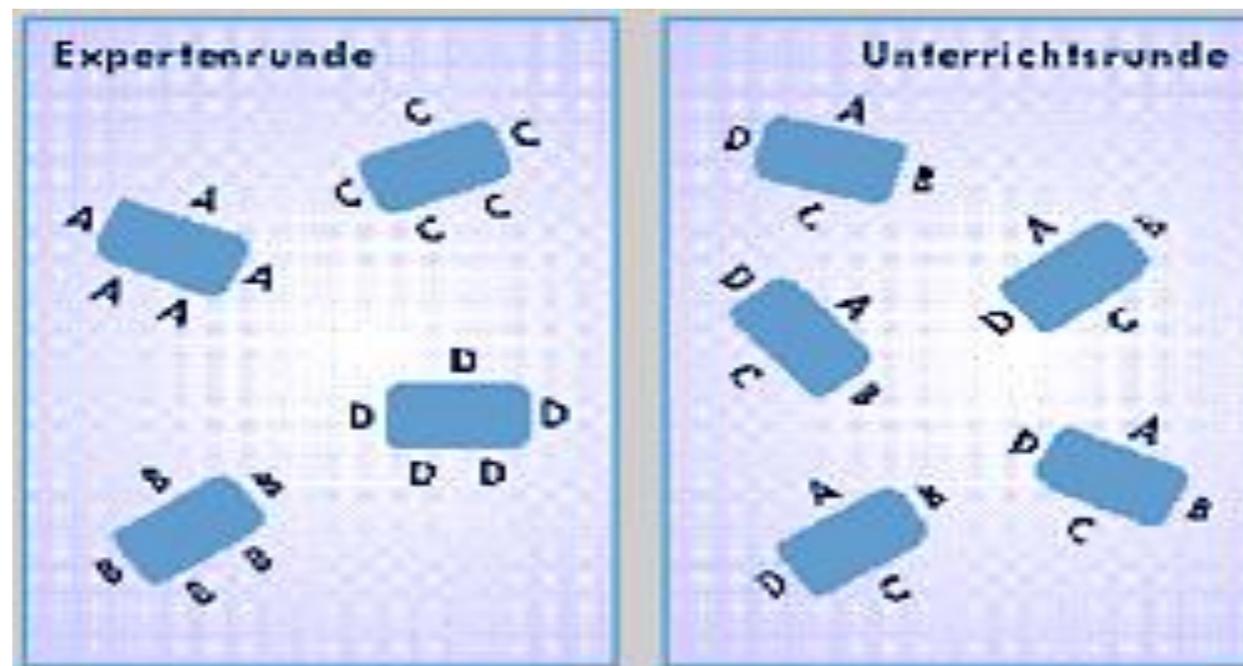


It is a special tool, a machine

It is another word for puzzle



It is a special teaching and learning method



# How Cooperative Learning differs from Group Work – **Jigsaw**

**Academic Task:** Each participant is an expert in at least two of five Basic Elements and learns the other three.

**Social Task:** Learning by teaching –  
Make sure, that you – as an expert – are going to help your team mates in understanding your basic element.

# Role-parts in your group

Every person in your group is the same ‚Numbered Head‘ as yesterday  
**AND** has a role for this method:

- One person is the **material-checker**.
- One person observes the time: the **time-checker**.
- One person encourages and sees that everyone is involved: the **Encourager**.
- One person writes and draws for the group: the **Writer**.

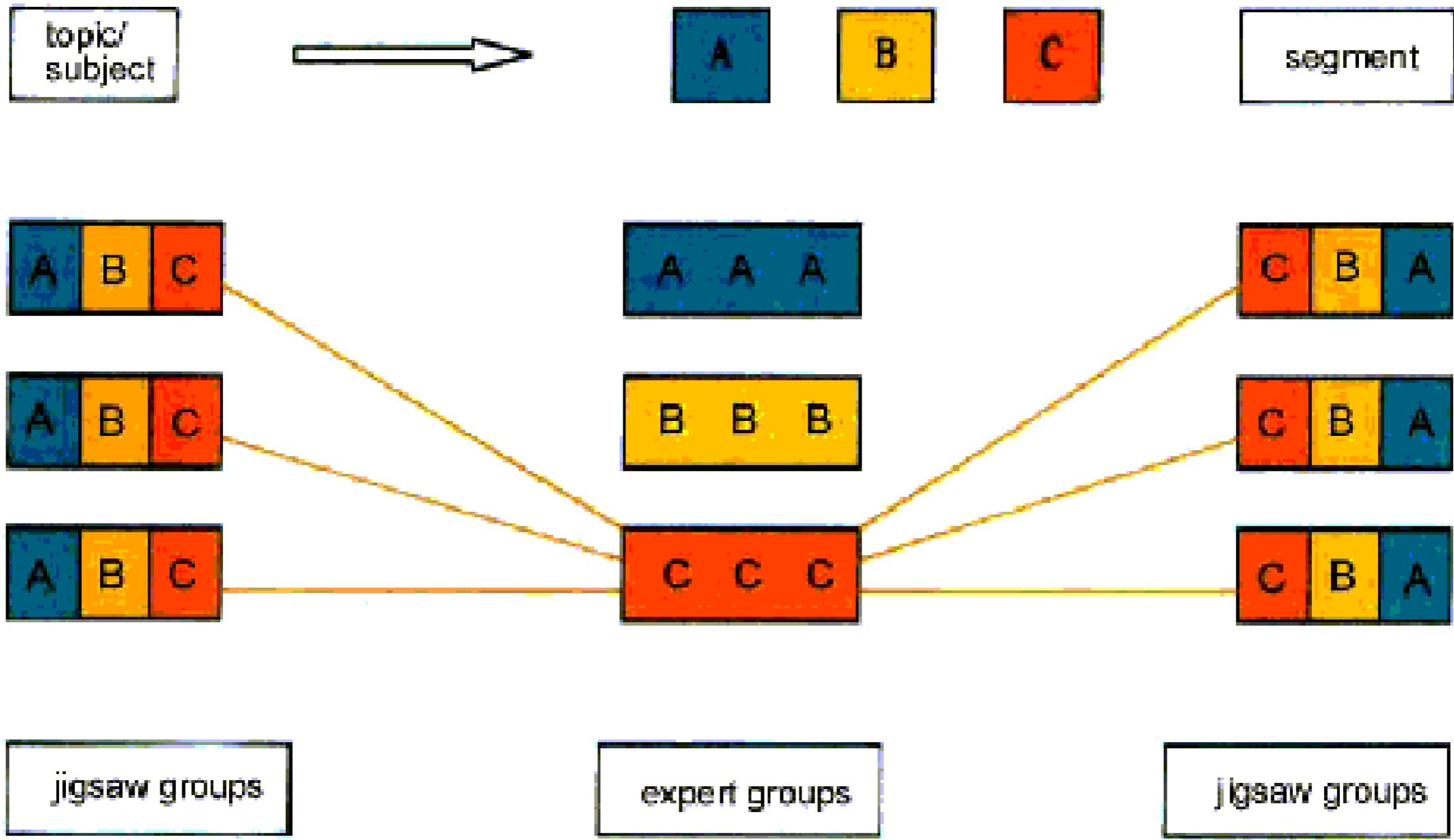
**Make your decision, please.**

\*\*\*\*\*

**Note please:** Children sometimes aren't able to consider two jobs. Taking their role-part and being involved in the academic & social task is difficult for them. You have to talk about it and train it.



# Jigsaw



Jigsaw groups are also called home groups or puzzle groups.



# Jigsaw

## ACTIVITY:

- 1. Home group = Jigsaw group:** Each team member in your group has the same copy but *a different task!*      Material-Checker: Copies
- 2. Individual work and group work ( :4' ):** All read at first Basic Element No 5. Mark key words. Share your reading in the group.
- 3. Individual work ( :6' ):** Now read *your* part. No 1 reads Basic Element No 1, No 2 reads Basic Element No 2 .... Mark key words.
- 4. Expert groups ( :8' ):** All No 1's gather, etc. Make sure that each person has got the *main* issue. Share: What is the main point to emphasize? How could you teach it your team mates? Perhaps you want to draw a sketch? In your home group you have 1,5 minutes to teach.

# Jigsaw

4. **Jigsaw group (your home group again) ( : 1,5' for each Basic Element)**  
Teach briefly your Basic Element. Start with the Element No 1. **Time-Checker helps.**
5. **Loop, if necessary:** If students get difficult topics to teach, you can here put in a loop: Have them meet their **expert group again** and share their new knowledge with the other team mates. And they can share questions with them also.
6. **Jigsaw group ( : 5):** Make sure that all team mates in your group know the 5 Elements. **Encourager!?** Think together of a *graphic organizer!* E.g. a *mindmap*– or something else? Write key words and draw it (**Writer**).

# Jigsaw

## Plenary session:

We will repeat and check the 5 Basic Elements tomorrow

1. Do you have **questions** concerning the 5 Basic Elements?
2. **Teacher checks** the knowledge in the classroom with the method *Numbered Heads*.
3. Share: What kind of skills and knowledge do students need and develop using the **Jigsaw-method**?
4. **When** can you apply this method? What is important?  
**Example: ppt Jigsaw in a primary school.**



# Why using the Jigsaw?



- The Jigsaw method strengthens students' **self-confidence!** Research as well as teachers' reports underline this!
- With Jigsaw – as well as with many other Cooperative Learning methods - you create a **friendly atmosphere** in the classroom.
- **Students' learning success increases** – but only if you prepare thoroughly the material and the carrying out.
- This helps also the teacher to **relax** teaching the Jigsaw method.
- If you cooperate with other teachers and use your material several times you are able to **reduce your own working effort!**

# What to think of when you apply Jigsaw in classes (1)

- Jigsaw is an often described method and appropriate, when students have to learn **new information or knowledge**. It is both, efficient and challenging.
- Students should know **basic learning strategies**.
- The teacher should thoroughly chose the **material** and perhaps complete it. He/she can give it as a homework to students, so they are able to familiarize themselves with the information.
- This method calls attention to several **steps** in between.
- As experts students have to **write down** how they are going to teach the main information and how they make sure, that their team mates got the information (right!).

# What to think of when you apply Jigsaw in classes (2)

- In **groups** the level of teaching diverges a great deal: some teach their part perfectly, others rather unsatisfactory. Therefore put a **loop** in the jigsaw and have the students once more go back to their expert groups. Now the team mates can question others on information they didn't understand.
- Don't give the whole information to all – be serious about learning through teaching! Thus you create **Positive Interdependence**.

# Paced Duet – Bus Stop



This Partner Activity is also called Bus Stop because students can go to the assigned Stop to wait for a partner to work with.

Paced Duet or Bus Stop is a **partner activity - with different partners.**

This method is an excellent example for students *to take their own time* in doing their tasks, for they don't have to solve all given problems.

The teacher usually gives some basic tasks for all students to solve and some additional for those who are quick. But being fast isn't the point!!

*Experience* this method with math tasks about **Weights / Primary School.**

**Academic Task:** Solve weight math problems.

**Social Task:** Find out how you get along with this method.

**I) Individual Activity**

1. Work out task 1 for your own. Fill in the table chart.
2. When you have completed the task, please get up, and show your thumb.

**II) Partner Activity**

3. Wait for another student showing his/her thumb. Work together, look for a space in the classroom, talk quietly with one another and compare your chart solution. Do you have the same sequence of names? If not – you'll find the problem. Say quietly thank you and good bye.

**III) Individual Activity**

4. Return to your place and do the second task.
5. When you have finished, get up, and show your thumb and forefinger. Wait for another student showing both fingers.

**IV) Partner Activity**

6. Do the same as before in 3. Compare your solution. Say Good bye. ....

**V) Individual Activity**

7. Do the third task .....

# New Method: T-Chart

*„Social skill behaviors should be **explained to, modeled for, and discussed with** your students. Do not assume that simply telling students, for example, to „help and encourage each others“ means that they will automatically begin to do so. It is important that such skills be **explicitly taught.**“*

Norm Green

# List of Social Skills - Group work

1. Think individually **2 min.** about important social skills
2. Share in your group! Produce together a list of at least 9 items! Organize yourselves – see that everyone is involved! (Individual accountability for oneself and the others!) **time: 12 min.**
3. Present 2 items in class – we'll produce a list of this course.

# T-Chart

**Social Skill:** .....

**SEE**

**Looks like**

**HEAR**

**Sounds Like**



# T-Chart

**Social Skill:** .....

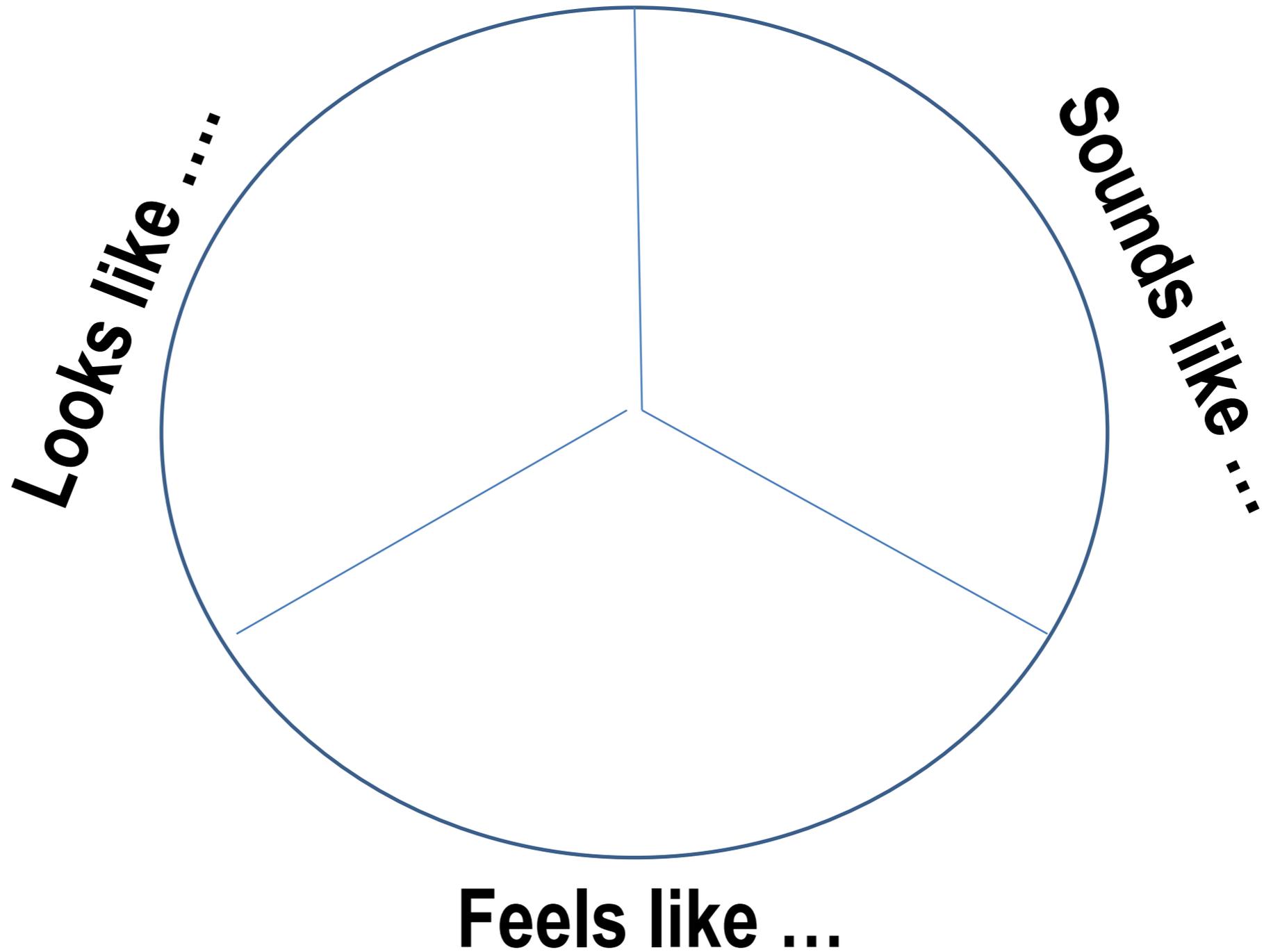
**I do ....**

**I say ....**



# Y-Chart

**Social Skill:** .....



## T-Chart Example

„Criticizing ideas, not people“ (N.Green)

### What I could do:

- Bring out all the ideas and facts supporting both sides
- Try to understand both sides of the issue
- Ask someone to restate what was said if I don't understand
- Listen to everyone's ideas even if I do not agree

### What I could say:

- „Good reasons for changing my opinion.“
- „Could you add any information that might support that idea?“
- „I disagree for this reason...“
- „Do you have facts to back up this statement?“

# **Social Learning** Group Activity

**Academic Task:** Create a T- and / or Y-Chart to an important social behavior. Agree on a social skill which you choose together.

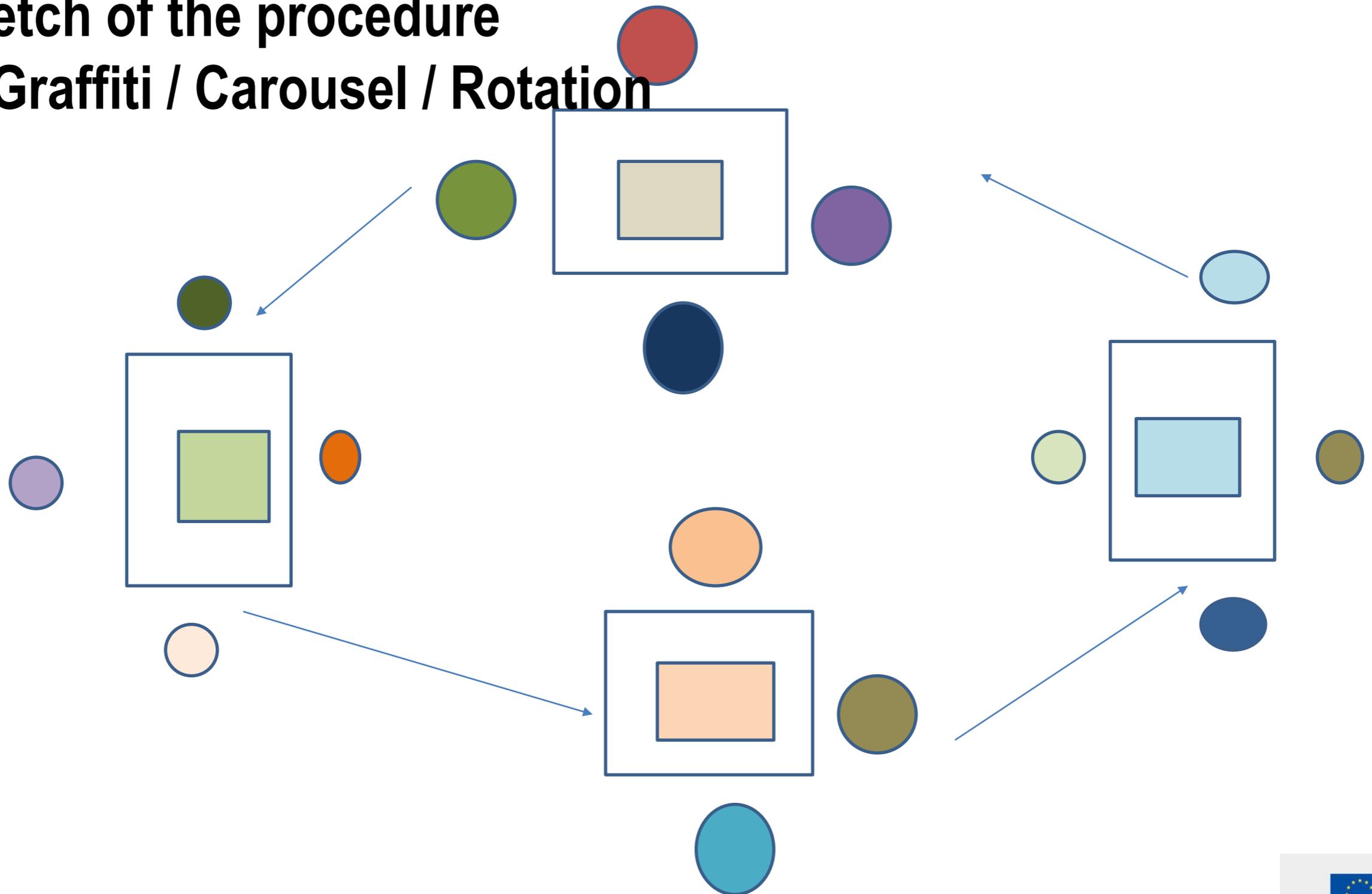
**Social Task:** Live your T- and / or Y-Chart by taking the opportunity to use the behavior you have chosen while you are doing this group activity.

# .... with new method: **Graffiti or Carousel or Rotation**



There is no internationally recognised term for Cooperative Learning methods. So don't be astonished about different terms. Main point is to find an agreement about what you are talking about.

# Scetch of the procedure of Graffiti / Carousel / Rotation



# Graffiti / Rotation / Carousel

**What:** It's sort of a **structured group-brainstorming**.

**When:** You can **start or finish a unit** with this creativity technique, thus e.g. connecting the unit with real life.

**How:** Each group starts at a different table. On the tables are posed different questions. All teammates write silently answers to the specific question. With the teacher's signal all groups rotate to the next table, where they do the same as before. When the groups arrive at their original table again they read all comments, summarize, and cluster them, so that the main points can be presented in a plenary session.

# Graffiti / Rotation / Carousel

## Example:

In primary school you have students collect ideas at 4 tables. The topic is **to collect ideas on how the protection of the environment** can be done at home, in school, in the community, and in the region.

# Challenges

## Academic Task:

Reflect on challenges you will be meeting when doing cooperative learning in your classes. What could prevent you from doing cooperative learning in your classes?

**Social Task:** Use participants in this course as friendly supporting persons!

*If you wish, you can ask another participant to do duties as a **godparent** and write you an E-Mail e.g. in a month asking you, if you have already carried out what you wanted to do!*



## Challenges

### Activity Description – **Graffiti / Carousel / Rotation**

#### ***Individual Activity:***

Imagine being back home again. What do you think will be challenging starting cooperative learning in a class which you like most? *Don't start with CL in a difficult class!*

#### ***Group Activity:***

Share your challenges. Choose 1-2, or create 1-2 out of your challenges and write them on different A-3 sheets. Leave them on your table together with 2-4 further A-3 sheets.

# Challenges

## *Individual Activity:*

**Take a pen, walk silently around and have a look at different challenges. – Variability: teacher will be given a signal to move on -**

**Write down your advice, your idea – if you wish in your own language – or make an exclamation mark (= !) on somebody else's writing, if you want to support it!**

# Challenges

## ***Group activity:***

Go back to your home group.

**Take roles:** time-keeper, encourager, on-task-keeper, two writers, .....

Look at the ideas. Try to **summarize** them. What are essential points? What are your group's conclusions? See that each group member has got it. Write challenges and your solutions on a flip chart paper. Think

of an appropriate **graphic organizer** to draw and write it down!

# Challenges

## Plenary session:

- 1. Each group presents challenges and solutions**
- 2. Questions? What is most important to you?**