



# Co-operative Learning Strategies in the Higher Classroom

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# Co-operative learning Tasks

- Enhance writing
- Improve confidence in Speaking
- Adaptable tasks

# Uptake at Higher

- Numbers increasing steadily 30+
- 2 sections
- Increase in boys
- Increase in S6 pupils returning

# Course set -up

- 5 periods per week
- 3 topic (1 with FLA)
- 1 grammar
- 1 optional unit (Language & Work)
- Resources Higher still materials/Materials from FLA/Grammar/
- An integrated course- commended by HMIE

# Writing at Higher Level

- Written pieces on each topic area- usually several pieces per Unit
- Redrafted and recorded
- Used as resource for final speaking assessment
- Assessment of writing – always comment led until nearly end of term 1
- Directed writing not attempted until tenses and technique revised and taught

# Co-operative Learning

## Kath & Norm Green

- Commitment by whole school to 3 day in - service
- Basic Premise 2 heads are better than 1
- That an effective group can tackle more challenge than an individual
- Pupils learn to work towards a shared goal
- Encourages critical thinking and purposeful communication

# Co-operative learning

- 5 basic elements
- Positive Interdependence- individuals must succeed for the group to succeed
- Individual accountability- holding each member of the group responsible
- Group processing-Assessing collaborative efforts and target improvements

# Co-operative Learning

- Social skills- enhancing trust, leadership, decision making
- Face to face interaction- promoting dialogue in ways that promote continued progress

# My Dilemma

- Large number of pupils
- Wide range of ability 24%-96%
- NABs achieved however confidence lost for a number of pupils post prelim
- Essay work for some very poor despite input and preparation
- Inability to transfer learned grammar into written work
- Speaking test looming on the horizon

# The tasks

- Placemat
- Fishbone
- Make an appointment
- Team game Challenge

# Place mat -essentials

- A3 paper or Flip chart paper
- Set of cheap felt tip marker pens
- Task
- Optional target language to be integrated
- Raising the level of Language being used

# Place mat

- Pupils in groups
- Draw a rectangle in the centre of the paper
- Divide the margin into sections
- Divide the task
- Free write(AIFL allows thinking time)
- Rotate and share(and correct ?)
- Agreed response in centre of mat
- Display

# How can we use this at Higher

- Directed writing- Bullet points divided up and Essay in centre of place mat
- Translation- Break-up the text in to sections share and compare. Agreed version in the centre of the placemat
- Short essay- harder –encourage to identify 2 sentences from each part of free-write
- Listening – Pupils to write 6 main points gleaned from text- question optional- share/rotate. Listen again.- boosts confidence- focuses weaker pupils

# Rewards

- Increased confidence
- Peer appreciation and support
- AIFL strand No marks –comment based assessment
- Reflection on individual performance when tasks are completed-Traffic lights

# Fishbone

- A3/Flipchart paper
- Draw a fish skeleton(basic!!)
- Free-write
- Pupils work on each bone as part of for and against or to analyse a problem
- Discuss/Rotate
- Display
- Ideal for short Essay Pour et Contre
- L'uniforme scolaire/ vacances avec les parents
- La ville et la campagne etc

# Fishbone

- Training discursive essay writing at Advanced Higher
- Target number of appropriate phrases to be included- Hit list

# Make an appointment

- Simple and easy and effective
- Pupils are lined up
- Have 3 or 4 time slots to fill
- Short amount of time given
- At certain points pupils use their essay/ talk with their designated appointment
- AIFL strand 2 stars and a wish/Peer assessment
- Gives practice and confidence- assured of a positive reaction
- Ideal as pupils prepare for final assessment

# Team game challenge

- Needs careful organisation but worth the effort
- You need- tally sheet
- team sheet
- 30 questions
- Enough sets to accommodate your class size
- Set up time needed

# Team game Challenge

- Good end of unit /course revision activity
- Allows an element of competition
- Ideal to use collegiate time to create a bank of questions in your department
- Low tech
- Reinforcing grammar points- tense recognition

# Team game Challenge

- Allow pupils in groups( of 3 if possible)
- To study the questions and answers
- Group then split up so that they represent their team in another group
- 1 stays 2 stray
- At the end each returns with their result and add it to the team total

# Structuring Groups

- It's your choice –
- Social groupings
- Structured to support weaker members of the group
- Random- Make a line- up-take pupils out of the comfort zone
- Top tip- use an auditory signal to give time alerts- timing is crucial- Activclock

# Supported by ICT

- Using word processing to finalise group response in Directed writing and short essay- individuals retain a copy for revision
- Using Power Point to present key ideas to class/ teach a learned grammar point- breaking the learning down/ sharing by doing.

# The Benefits

- The pupils find it enjoyable
- Confidence builds
- Allows Revision and consolidation in a different format
- Suits different Learning Styles that we often forget at Higher level
- Suitable for bi-level classes with careful structuring

# Departmental Motivation

- Staff enthused
- New strategies for group working
- Practical tips
- Tasks easy to set up
- The Canadian way???-Danger of overkill!!