Collaborative Classroom

Criteria for a Collaborative Classroom
ð   Develop criteria for a **collaborative classroom** by identifying student-friendly "I can" statements. What skills will students need to be successful collaborators? ð   Select a grade level and develop an age-appropriate list of collaborative skills.

Collaborative Skills for Grade <u>2</u>:

- I can communicate in a friendly way.
- I can understand the need to listen at times and not speak.
- I can share my ideas and be open to suggestions.
- I can follow the rules/expectations of my group.
- I can ask questions when I do not understand something.
- I can work out problems in a collaborative manner.
- I can access resources and provide information to support learning targets of my group.
- I can stay on task and complete work on time.
- I can use different strategies that accommodate the whole group.
- I can use technology in a purposeful manner in a group setting.

Saskatchewan Curriculum

ð	Connect the criteria to Saskatchewan curriculum.

ð	Select a curriculum document and identify the expectations for teachers and students. Cite the curriculum document and the page number.

Subject/Grade Level: Science/ 2

(Ministry of Education, 2011. Science 2: Saskatchewan Curriculum. Retrieved from https: //www.edonline.sk.ca/bbcswebdav/library/curricula/English/Science/Science_2_2011.pdf)

Expectations of Teachers	Expectations of Students
- Offer students the appropriate skills to collaborate with a team. (p. 16). - Encourage student "competence in collaborative activity with classmates and others, inside and outside of the school" (p.16) - "Learning is both a social and an individual event for constructing and refining ideas and competences" (p. 17) - Plan for the development of social responsibility. "This competency is achieved by using moral reasoning processes, engaging in communitarian thinking and dialogue, and taking social action" (p. 6). - Demonstrate the skills needed for how to work as a team. For example, how to decide who gets certain jobs. - Provide students with the proper resources, tools and technology in order to work collaboratively in a group. (p. 16) - "Develop learning plans that ensure all students learn effectively and safely." (p.29)	- Students collaborate to solve problems with one another to become scientifically literate (p. 11) - Develop and apply learning with others to enhance those learning opportunities (Communication and Teamwork, p. 16). - "Students can use word-processing and presentation tools to share the results of their investigations with others" (p.17) - "The Internet can be a means of networking with scientists, teachers, and other students by gathering information and data, posting data and findings, and comparing results with students in different locations" (p.25). - Work with groups to create strong questions. "AN2.1 (a) Pose questions about the growth and development of familiar animals" (P. 27) - Student collaborate using technology to share ideas and understanding about science. (p.16)

- To make sure students have proper safety equipment when working with different substances. (p. 29) - "Engage students in critically analyzing learning related curriculum outcomes." (p. 41) - Provide students with opportunities to study the scientific world through field trips and other inquiry. (p. 24)	- Be respectful and safe when working with different substances. (p. 29) - Students participate in authentic science projects using local data collaboratively. (p. 31) - Students will be able to network with scientists using technology. (p. 31) - Students will be able to solve problems in a proactive manner with their group making a prototype or plan of their work. (p.24)

Inquiry Classroom

Criteria for an Inquiry Classroom
ð   Develop criteria for an **inquiry classroom** by identifying student-friendly "I can" statements. What skills will students need to be successful collaborators? ð   Select a grade level and develop an age-appropriate list of collaborative skills.

Inquiry Skills for Grade 6:

- I can engage in active learning through inquiry
- I can support my inquiry by showing evidence
- I can make meaningful connections of my learning through inquiry
- I can show diverse perspectives through inquiry
- I can explore diverse choices and directions of inquiry
- I can support my peers in their inquiry
- I can take the steps necessary to insure I have the resources I need to support my inquiry
- I can ask for assistance with my inquiry when I know it is needed
- I can work independently and in groups when it will appropriately assist my learning
- I can connect my learning to my prior knowledge, experiences, and ways of knowing

Saskatchewan Curriculum

ò   Connect the criteria to Saskatchewan curriculum.

ò   Select a curriculum document and identify the expectations for teachers and students. Cite the curriculum document and the page number.

Subject/Grade Level: Social Studies/Grade 6

(Ministry of Education, 2011. Social Studies 6: Saskatchewan Curriculum. Retrieved from https://www.edonline.sk.ca/bbcswebdav/library/curricula/English/Social_Studies/Social_Studies_Education_6_2009.pdf)

Expectations of Teachers	Expectations of Students
- "A spirit of inquiry and the enjoyment of the pursuit of knowledge are integral to social studies education." (P.2) -"In social studies, students develop understanding by building on what is already known and use processes such as thinking contextually, initiating and engaging in inquiry, thinking creatively, and thinking critically. This curriculum is inquiry-based and students use their thinking skills to explore a range of questions, topics, issues, and themes in a variety of contexts." (P.4) - "Instructional strategies that facilitate active learning include exploration, inquiry, problem-solving, decision making, discussion, debate, and reflection." (P.9) -Inquiry is more than a simple instructional method. It is a philosophical approach to teaching and learning, grounded in constructivist research and methods,	-"engage in active inquiry and critical and creative thinking" (P.8) -Students who are engaged in inquiry: • construct knowledge and deep understanding rather than passively receiving it • are directly involved and engaged in the discovery of new knowledge • encounter alternative perspectives and differing ideas that transform prior knowledge and experience into deep understandings • transfer new knowledge and skills to new circumstances • take ownership and responsibility for their ongoing learning and mastery of curriculum content and skills. (Adapted from Kuhlthau & Todd, 2008, p. 1)" (p.16) -"Student documentation of the inquiry process in social studies and the social sciences may take the form of works-in-progress, reflective

which engages students in investigations that lead to disciplinary and transdisciplinary understanding. (P.15)

-Insuring that inquiry projects are designed with the thought that "inquiry learning is not a step-by-step process, but rather a cyclical process, with various phases of the process being revisited and rethought as a result of students' discoveries, insights, and construction of new knowledge" (P.16)

-"Well-formulated inquiry questions are broad in scope and rich in possibilities. Such questions encourage students to explore, observe, gather information, plan, analyze, interpret, synthesize, problem solve, take risks, create, conclude, document, reflect on learning, and develop new questions for further inquiry." (P.17)

writing, reports, notes, three-dimensional models, arts expressions, photographs, video footage, action plans, and various other representations." (P.16)

-"spark meaningful connections with prior learning, personal experiences, and ways of knowing" (P.18)

-"Students use a variety of strategies to plan inquiry and analyze issues, and to make decisions or devise innovative approaches to problems that may or may not have solutions" (P.18)

-"The inquiry process begins with the natural curiosity of students and draws upon their prior knowledge. Throughout the process, students engage in creative and critical thinking, carry out research, and design creative responses to questions. Students use a variety of strategies to plan inquiry and analyze issues, and to make decisions or devise innovative approaches to problems that may or may not have solutions." (P.18)

Technology Tools

ò Make a list of technology tools (e.g. online sites, apps, software) that might be used to support collaborative and inquiry classrooms.

Collaboration Tools e.g. Fuze/Lync/Skype	Inquiry Tools e.g. Search Engines – Google, Sweet Search
Wiki's Google Docs Prezi Twitter Explain Everything Youtube Powerpoint Facetime Draft board Stixy Cage Concept Inbox Padlet	Search Engine- Kiddle Community Resources Surveys Teachers, Community members, Family members Interviews Place Based Learning sites Google Scholar YouTube Powerpoint Prezi Wiki Google Docs