

Using collaboration as practice

Rosenshine (2012, p. 16) states that “an important finding from information-processing research is that students need to spend additional time rephrasing, elaborating and summarising new material to store this material in their long-term memory”. This suggests that discussion can be a powerful form of practice, and collaboration with peers presents opportunities for this to occur. Research shows that paired or group activities can increase pupil success (EEF, 2018), but what can you do to ensure it is effective?

What makes collaboration effective?

There are some key features that can support effective collaboration:

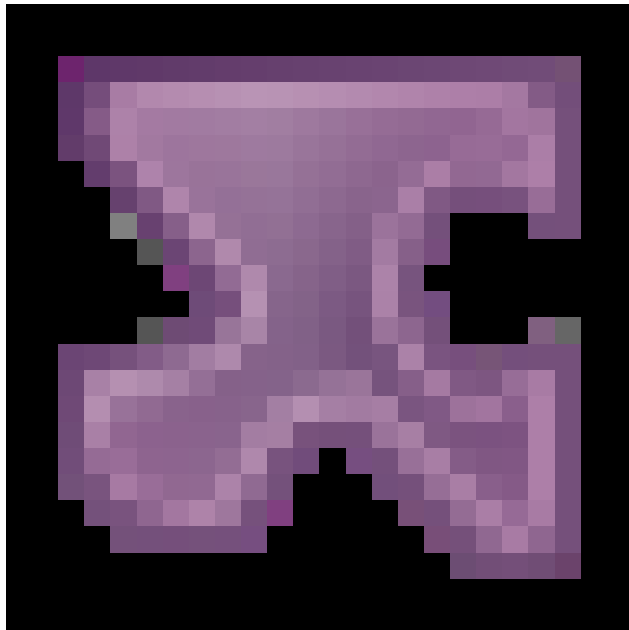
- **Practice** – key skills of listening and responding need to be taught when asking pupils to talk to their partner or work as a group (EEF 2018). Pupils will not inherently know how to do this well. Therefore, you need to decide how you want pupils to work collaboratively and support them effectively through clear instructions and then provide them with opportunities to practice this.
- **Structured tasks** – tasks that are well structured and promote talk and interaction tend to have the greatest impact (EEF, 2018).
- **Prior knowledge** – as with any practice task, when working collaboratively, pupils must have all the knowledge they require to complete the task successfully (Enser, 2019).
- **Groupings** – it is important that you carefully select pupils who will work together well.

Collaboration in action

Watch the video below to see how collaboration can be used as a form of pupil practice and consider the following questions. Record your responses in the [notes tab](#) (or your own notebook):

- What might the teacher have done prior to this activity to ensure this collaboration is successful?
- What prior knowledge did the pupils need?

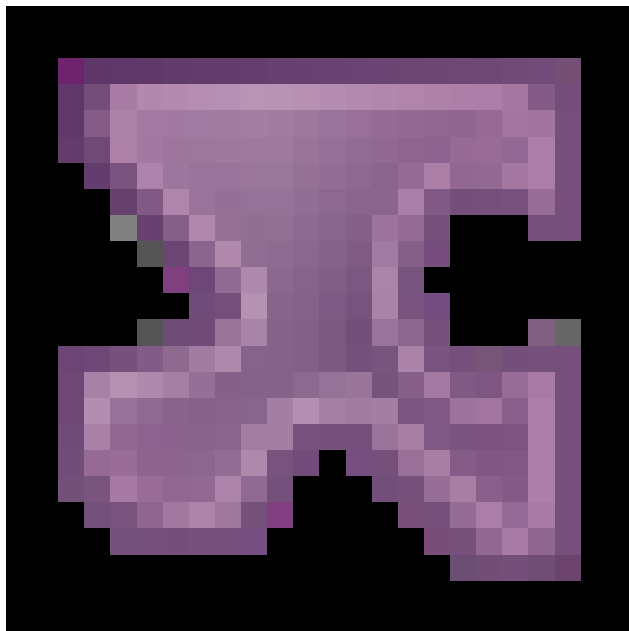
Early years



Direct Link: [Collaborative practice - Early Years](#)

Direct Link to an audio described version of this video: [Collaborative practice - Early Years](#)

Primary



Direct Link: [Collaborative practice - Primary](#)

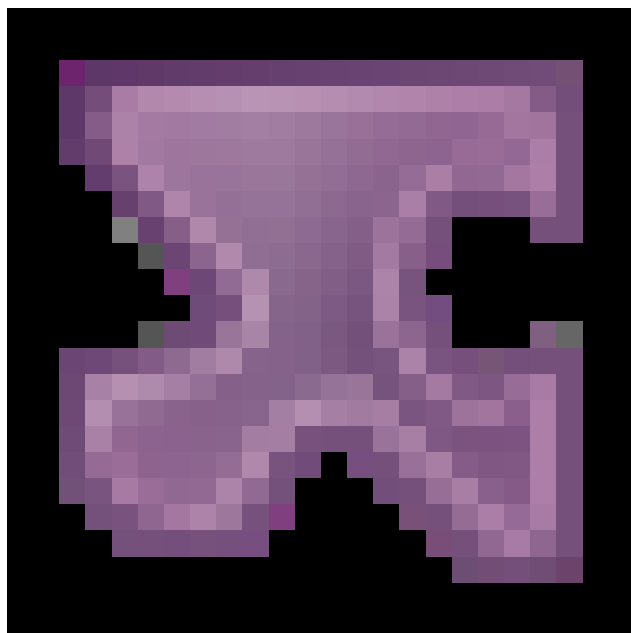
Direct Link to an audio described version of this video: [Collaborative practice - Primary](#)

Over to you!

Choose one of the videos below to hear an example of how collaboration is used in the classroom and answer the following questions in the notes tab (or your own notebook):

- How could you use collaboration in your classroom?
- What steps would you need to take to make this successful?

Assigning roles

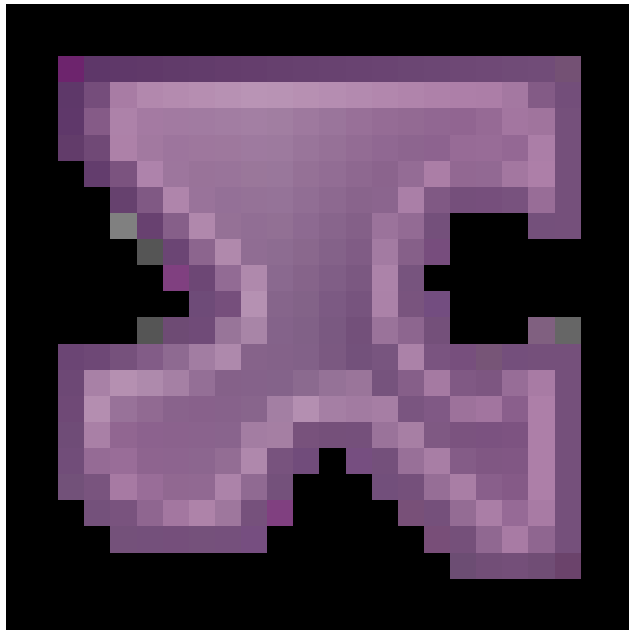


Direct Link: [Collaborative learning – using roles - Laura Naylor, Horton Park Primary](#)

Transcript: [Collaborative learning – using roles - Laura Naylor, Horton Park Primary](#)

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Using groups of four

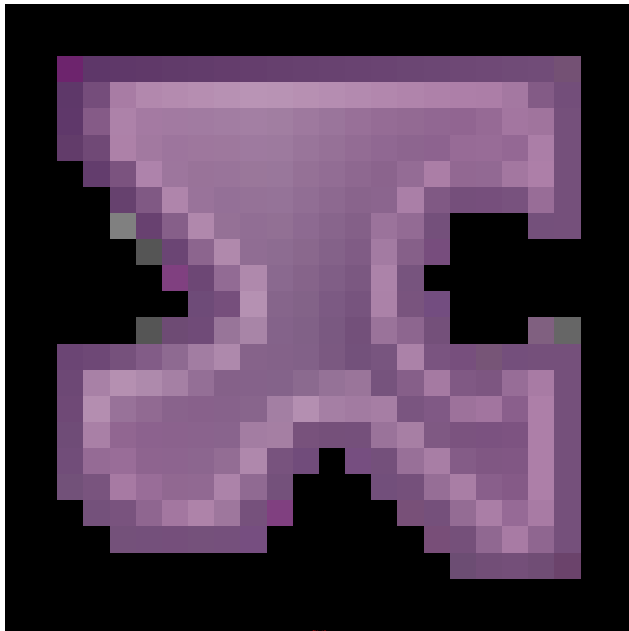


Direct Link: [Collaborative learning using groups of four - Robert Gardner, Bishop Chadwick Catholic Education Trust](#)

Transcript: [Collaborative learning using groups of four - Robert Gardner, Bishop Chadwick Catholic Education Trust](#)

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Using multiple groupings



Direct Link: [Collaborative learning using multiple groupings - Joseph Craven, Northern Education Trust](#)

Transcript: [Collaborative learning using multiple groupings - Joseph Craven, Northern Education Trust](#)

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