

Teacher Education Design Principle + code:	15. Teacher education should promote teachers' use of group work to support children's inquiry processes and creative learning. TE: GWork
Specific Teacher Outcome(s):	15.1 Teachers should have knowledge of the value of collaboration for inquiry and creative thinking and learning. 15.2 Teachers should be able to purposefully use a variety of patterns of collaboration, shifting between individual and collaborative activity over time, to support children's inquiry processes and creative learning. 15.4 Teachers should be able to use resources and teacher intervention appropriately to foster collaboration in science and mathematics.
Factors linked with:	T: Ped; P: Collab; G: SmallG; G: Abil; M: Var; M: Expl; M: Cr; P: Collab; P: Scaff
Type of material (image – interview (int) – classroom extract (class):	Classroom
Originating from:	
Country report	D4.3 France
Case:	Case 4
Episode:	Ice Cream Sticks
Teacher:	Nani
Age Group:	7-8
Selected episode present in D4.4 Appendix	Yes



Collaboration and collective decision making

The teacher is working with the whole group. They try a strategy to know how many ice cream sticks the teacher has in a big aquarium.

At first, a child suggests counting the ice cream sticks every two. It is an interesting idea, but it is not the one that Nani is expecting (every ten is more appropriate toward her goal). Nevertheless, because in her approach the best solution is collectively decided, she doesn't make any comment on this specific solution.

- **T:** So, what will we do to know how many ice cream sticks there are?
- **A child:** We will count them.
- **T:** To count them, yes... **Sh?**
- **Sh:** We will take them every two and count them.
- **T:** To take them every two... and count them...
- **Some children:** Every ten
- **A child:** Every twenty.

It is quite clear for children that democratic solution deciding is their way to do daily activity (*'Sh: The children on the tables, if they agree...'*). According to Nani, this kind of lesson can be proposed to the class only when this classroom functioning is accepted and acquired by children.

- **T:** Hey children, 10 seconds of attention. **Sh** has said that after we will count and see how many ice cream sticks there are.
- **A child:** Yes, but we have to agree on something
- **T:** We have to agree on something. And, we have to be able to check. If you say to me 'they are 48', I have to be able to check that they are 48!
- **Hi:** We will count them again!
- **T:** Again?!
- **Sh:** The children on the tables, if they agree, will count every 10, when they will have the correct number and we can do 10, 20, 30 and it doesn't take a lot of time, and we will be able to know the number.
- **T:** Ok, it doesn't take a lot of time to do 10, 20, 30, 40... Does everybody count every 10? Does someone count every two? Ah, why do you count every ten all?
- **Children:** Because it goes faster!

Moreover, the teacher shifts from whole classroom discussion to practical work in pairs (please see below).



creative little SCIENTISTS



© 2014 UNIVERSITÉ DE PICARDIE JULES VERNE

This work is licensed under the Creative Commons Attribution-NonCommercial-NoDerivatives 4.0 International License. To view a copy of this license, visit <http://creativecommons.org/licenses/by-nc-nd/4.0/>.



The project CREATIVE LITTLE SCIENTISTS has received funding from the European Union's Seventh Framework Programme (FP7/2007-2013) for research, technological development and demonstration under grant agreement no 289081.