

<b>Teacher Education Design Principle + code:</b>	15. Teacher education should promote teachers' use of group work to support children's inquiry processes and creative learning.
<b>Specific Teacher Outcome(s):</b>	15.1 Teachers should have knowledge of the value of collaboration for inquiry and creative thinking and learning. 15.3 Teachers should be able to organize group work, aligning ways of grouping children, task design, teaching and assessment strategies in different ways to promote collaboration amongst children in science and mathematics. 15.4 Teachers should be able to use resources and teacher intervention appropriately to foster collaboration in science and mathematics.
<b>Factors linked with:</b>	<b>P: Affect;</b> <b>P: Collab;</b> <b>P: Express;</b> <b>LA: Connect;</b> <b>LA: Comm;</b> <b>A: Form</b>
<b>Type of material (image – interview (int) – classroom extract (class):</b>	<b>Classroom</b>
<b>Originating from:</b>	
<b>Country report :</b>	D4.3 Greece
<b>Case:</b>	Case 5
<b>Episode:</b>	3 – Beebot
<b>Teacher:</b>	Stavros
<b>Age Group:</b>	7-8
<b>Selected episode present in D4.4 Appendix</b>	Yes

## Setting the context for a collaborative learning activity (competition)

The lesson began with children revising what they had heard about orientation in the previous lessons using a nearby church as their point of reference since all churches are oriented a certain way. Then, Stavros announced that they were going to play a treasure hunt game using the bee-bot, similar to a game they had played in a previous lesson. Stavros went over the rules of the game they were going to play. There would be two teams (dolphins and lions) from 4 children each competing for a treasure chest which when opened would reveal a puzzle that the children of the winning team had to solve.

An important part of the lesson was right at the start when Stavros went over the process that children had to follow in order to win the challenge and collect the prize. These were presented as general rules, with the specific game's instructions presented immediately after. The general rules were:

- Read the instructions carefully because they will lead us to the prize
- Have patience with the go button – the teacher has to be informed before the beginning of an attempt
- Collaboration always helps in reaching the goal



Each team then chose their instructions at random in a small piece of paper. An addition to the game compared to the last time children played it was that this time they had to record their attempts and when successful they had to present the correct solution in writing. After receiving their instructions both teams were left to discuss their strategy. Stavros again reminded them of the rules and children started to discuss how they were going to win the treasure. After 5 minutes the first team was ready to begin their first attempt for the treasure.

The first attempt was unsuccessful and Stavros commented that he could see that the bee-bot was disoriented. He advised the children to go to their table and discuss what they thought went wrong and try to come up with an alternative solution. He asked the children to also think about what went wrong. "Was it poor collaboration? Was it not paying attention to the instructions? Please think and come back."

The first team (dolphins) went back to their table and started discussing their mistake.

**A:** If you did not press the right button then...

**Z:** But I was the captain of the team, I had to handle the bee

**A:** Yes, but you need to listen to all of us

**E:** We need to decide what to do together, we made a mistake and now if they are correct they will win

**A:** He is doing everything in a hurry

**E:** No he just wants to press the buttons on the bee

**K:** It doesn't matter who presses the buttons, it only matters if we win.

**Z:** Let's start again then.



The children then began to plan the path of the bee-bot but Stavros arrives.

**Stavros:** Where do you think you got it mixed up?

**A:** K pushed the button to go right, and then E said that we should press forward but K pushed right again

**Stavros:** Did this [the bee cut-out] help you?

**All 4 children:** Yes it did a little.

**Z:** But we need to fold it so it won't get wrinkles. In order to use it we have to fold it like this.

**Stavros:** Oh right, now I see. Now what do you have to do to reach the goal?

**K:** We need to work together

**Stavros:** You need to listen to what the others are saying. For example A and K might have to different ideas. You need to discuss both ideas first before making up our minds.

**A:** But Z does not hear us and he pushes the buttons himself.

**Stavros:** Z is the captain of team but he needs to listen to everybody. Best way is for all of you to take turns pushing the buttons. Discuss what you should do now.

As Stavros commented in his interview '*Children especially enjoy similar activities. Whenever we have competition their excitement and interest is sustained throughout the lesson.*'



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