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| 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): | 15.2 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. 15.3 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. |
| Factors linked with: | P: Collab; P: Scaff |
| Type of material (image – interview (int) – classroom extract (class): | Classroom extract (class) |
| Originating from: | |
| Country report : | D4.3 – report Malta |
| Case: | Case 3 |
| Episode: | 3.1 Senses |
| Teacher: | Sabrina |
| Age Group: | 5-6 |
| Selected episode present in D4.4 Appendix | No |

Shifting from individual to collaborative activity to support children's inquiry processes; using different assessment strategies such as dialogue and worksheets; organizing equipment in a way to foster collaboration by giving each group one set of tools.



Examining the lemon and seeds with different equipment during group work.

The teacher invites one child to go to the front of the room, she blindfolds him and takes a box with something inside. The teacher invites the child to smell the object in the box.

Sabrina: 'Smell what is in the box...what do you think that it is?'

Child: 'Lemon.'

Sabrina: 'Why do you say so?'

Child: 'It smells like that.'

Sabrina: 'Now hold it in your hand – what does it feel like?'

Sabrina: 'Now take off your blindfold...see what it is...'

Child: 'It is a lemon.'

Sabrina: 'When was it easiest to know what it is?'

Child: 'When I felt it...'

Sabrina: 'OK, let's try something else.'

Teacher asks another boy and now uses a leaf as an example. She crushes it and put is in the box.

Sabrina: 'Smell it...can you tell what it is?'

Child 2: 'Nothing...no.'

Sabrina: 'Now I am going to give it to you to touch...what do you think that it is?'

No answer

Sabrina: 'Now take off your blindfold and see if you know what it is.'

Child 2: 'Leaf.'

Sabrina: 'What was easiest to help you what to do?'

Child 2: 'When I saw it!'



Teacher then moves to introduce group work and the task that she is going to give the children to do. The teacher tells the children that she is going to give them tools that they are going to use to study the things on the table.

Sabrina: 'These are the tools that I am going to give you a mirror, magnifying glass and eyes' (*indicating the children's own eyes*).

She then gives each group a lemon a leaf and a stone. The teacher introduces the inquiry question.

Sabrina: 'Which tool shows most detail?'

The teacher explains to the children what the task is about. She asks them to first hypothesize which tool would be the best.

Sabrina: 'Which tool do you think is the best?'

She writes answers suggested on the board. The children start investigating the different things with their different tools. They have to indicate which one was the best to see in a worksheet that the teacher had prepared. Children at this point are involved in group work.

Child: 'In the mirror you can see your eyes.'

Child 2: 'With the lens it is really looking bigger.'

Child 3: 'Why, what is this? A magnifying glass...'

The teacher calls the children to attention:

Sabrina: 'We are going to see what you found out. Which tool helped you see most detail?'

Child 4: 'With the magnifying glass.'

Sabrina: 'What happened? What did you see?'

Child 4: 'The lemon looked bigger.'

Sabrina: 'What do the other groups think?'

Red Group: 'With the magnifying glass.'

Blue Group: 'With the magnifying glass.'



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