

## COLLABORATIVE LEARNING AT LECTURES

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### **Анотація**

*Тези розкривають зміст спільного інтерактивного навчання на лекціях як поєднання інтелектуальних зусиль студентів або студентів та викладача для досягнення певних навчальних цілей. Описуються парні та групові форми роботи на лекції як зразки студентсько-центричного підходу*

**Ключові слова:** студентсько-центричний підхід, співпраця, інтерактивне навчання.

### **Abstract**

*The article reveals the essence of collaborative interactive learning at lectures as joining students or students and teacher's intellectual efforts for achieving certain learning aims. Pair and group work activities at lectures are described as the models of learner-centered approach.*

**Keywords:** learner-centered approach, cooperation, interactive learning.

Collaborative learning comprises a variety of educational approaches involving joint intellectual efforts by students, or students and teachers together for achieving certain learning aims. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it.

Collaborative learning represents a significant shift away from the typical teacher-centered or lecture-centered approach in university classrooms. Teachers who use collaborative learning approaches tend to think of themselves less as expert transmitters of knowledge to students, and more as expert designers of intellectual experiences for students [1].

To learn new information, ideas or skills, our students have to work actively with them in purposeful ways. They need to integrate this new material with what they already know or use it to reorganize what they thought they knew. In collaborative learning situations our students are not simply taking in new information or ideas. They are creating something new with the information and ideas. These acts of intellectual processing of constructing meaning or creating something new are crucial to learning.

There is a wide range of collaborative activities, for example: think-pair work. Students work individually for a couple of minutes to work through the designated task. Under direction they then discuss the task with another student. Then call on the group as a whole to share answers or ideas.

Ask students to note down for one minute what they understand the main point of the lecture to have been. They also write down areas of uncertainty. The students then discuss their notes with a person near them. Questions or areas of uncertainty can be posted on a discussion board.

At the start of the lecture, present students with several multiple choice questions (no more than five) on the content you are going to cover, and have students discuss the answers.

At the end of the lecture, post the same multiple choice questions so that students can monitor their understanding of the lecture content.

There are several variations of jigsaw activities. Just as in a jigsaw puzzle, each student has a piece of information that is essential for the completion and full understanding of the final fact, such as a patient profile, an individual education profile or an author biography. Students work together in groups to share their knowledge with other group members. This means that every student is both an expert and a receiver of knowledge. If each student's part is essential, then each student is essential; and that is precisely what makes this strategy so effective in large groups [2].

This is a bit more complicated, but gets people moving. Students are assigned to a group – no more than five to six students. That group is given a piece of information or a problem that they need to work through and solve as a group (no more than five to six pieces of information). Hence, the entire group becomes experts in that area. The students then reform in new groups with people from different areas of expertise to share their information and to hear from others.

Designing group work requires a demanding yet important rethinking of our syllabus, in terms of course content and time allocation.

СПИСОК ВИКОРИСТАНОЇ ЛІТЕРАТУРИ:

1. Режим доступу - <http://evergreen.edu/facultydevelopment/docs/WhatisCollaborativeLearning.pdf>
2. Режим доступу - <http://manualslibrary.xyz/.../strategies-for-cooperative-and-collaborative-learning>

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