Kagan Collaborative Strategies

Ian Butler and Austin Batson
Glenn HS

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Kagan Cooperative Strategies

Welcome! Take a seat according to your card color.

- Red Cards - Seat #1
- Green - Seat #2
- Brown - Seat #3
- Blue - Seat #4

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Yes, that means sitting with new people!
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Who We Are...

Ian Butler

Math - AP Calculus and Pre-AP Geometry

Glenn High School

Austin Batson

Science - AP Physics C, Pre-AP Physics, and On Level Physics

Glenn High School
Single RoundRobin

- Each member shares one idea
- The rotation is complete after each member speaks once
- Introduce yourself
  - Name
  - What and where do you teach?
  - How long have you been teaching?
  - Is a hotdog a sandwich? Yes or no and why.
Continuous RoundRobin

- Members of the group continue to take turns speaking until the time is up. Each member will most likely have to speak more than once.
- Go around giving an example of some of your favorite things. Items could include, but are not limited to:
  - Favorite movies
  - Favorite foods
  - Favorite books
  - Favorite summer activities
  - Favorite games
  - Favorite season
Timed RoundRobin

- Each member has 30 seconds to speak. Only the person whose turn it is can speak.
  - If it’s your turn, you have the floor for the full 30 seconds, even if you run out of things to say!
  - No one else can talk on your turn!

- Your Question:
  - If you weren’t a teacher, what would you do and why?
Think-Write-RoundRobin

Now, you will be given 30 seconds to think. During this 30 seconds there should be no talking, discussing, or writing, just processing and thinking.

Think - When could you use the RoundRobin method in your classroom? How can this strategy be effectively utilized?

Next you will be given 45 seconds to write down your ideas and consolidate your thoughts. Again, this will be a silent activity.

Write - Write down your thoughts. It can be a complete sentence, words, or bullet points.
RoundRobin Summaries

- **Single RoundRobin** - Each student shares one idea; complete after each student speaks once
- **Continuous RoundRobin** - Students take turns responding; continues until time is up
- **Timed RoundRobin** - Each student shares for a given time; no one else can talk during a student’s turn
- **Think-Write-RoundRobin** - Each student thinks of their own answer, writes it down, and then shares out to group
Purposes of RoundRobin - Academic

● No one is allowed to hide!
  ○ In a RoundRobin, everyone has to participate

● Low stress context to share ideas or ask questions
  ○ Students first share their ideas only to their group
  ○ When the group shares out an answer, they are right or wrong together

● Students talk to and share with their peers instead of with the teacher
Purposes of RoundRobin - Social

- Build a positive and supportive classroom culture
  - Use fun/silly RoundRobins to build group rapport
- One or two RoundRobins a week can build group cohesion
  - Perfect for getting the day started or the last five minutes of class
  - Help make student comfortable working with their team members
- Students will work better with peers they know and have a friendly relationship with
Questions on RoundRobins?
Group Work Vs. Collaborative Learning
Solo Work vs. Group Work vs. Cooperative Learning

- We will practice a new skill using three different methods
  - Solo
  - Group Work
  - Cooperative Learning
- After each round, write down how you felt during the exercise
  - Do you feel like you improved your ability during the exercise?
Round 1: Independent Practice

- Everyone works independently, without help
- The 4 numbers in the box must add up to the number below the box

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Share-Out Thoughts

- On a sticky note or index card, write down 3 - 5 words about how you felt during your practice time.
- Do you feel like you learned effectively during this exercise? Why or why not?
Round 2: Group Work

- There is one scribe per table
  - The scribe is the only person who can write
  - Everyone else works on the problem

- The 4 numbers in the box must multiply to the number below the box

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Share-Out Thoughts

- Write down 3 - 5 words about how you felt during your practice time
- Do you feel like you learned effectively during this exercise? Why or why not?
- Was Group work more or less effective than solo work?
Round 3: RallyCoach

You cannot touch your pencil until your coach has given you the OK!

Student A
- Solve and Explain Out Loud
- Get an OK from Student B
- Record Answer

Student B
- Watch and Listen
- Give an OK or Coach Student A
- Offer Praise

Switch Roles!
Share-Out Thoughts

● Write down 3 - 5 words about how you felt during your practice time.

● Compare RallyCoach to Solo and Group Work
Cooperative Learning Recap

Difference between Cooperative Learning and Group Work?

- Level of each student’s involvement!
- Using RallyCoach, every student had a role and was involved in the process for each problem
  - No down time
- Students approach new concepts from a learner and teacher perspective

Key - Members of the group need to be comfortable with each other!
Applying RoundRobins and Cooperative Learning

With your group, come up with several examples of how you could use RoundRobins, RallyCoach, or other types of Cooperative Learning in your content areas.

- Labs, projects, research, reports, investigations, notes, ...

Each member should write down ideas on a note card
Contact Information

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