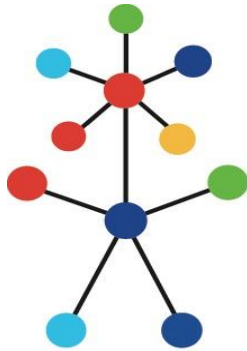# Resource pool elements for the EFFeCT project's Methodological Framework

EFFeCT

European Methodological
Framework for Facilitating Teachers'
Collaborative Learning

APPENDICES
Later it will be published with a full bibliography and authorship of materials on the EFFeCT website as the Resource Pool or Toolkit.

Content

I. Methodological tools and games

In this chapter some useful tools are collected that can be used by the facilitators or team leaders of the teachers' CL process. At the end of the EFFeCT project more emerging resources will be added from the pilots and all will be published on the project's website.

1. Collaborative Learning Fears

What concerns people thinking about taking part in CL?

Read the following, cut them up into individual strips and place them:

- ☐ in the order you personally think most helpful in promoting CL (make a note of what you decide);

- ☐ divide them into what you think would help/be possible in your context (make a note of what you decide; you may just use the letters - A to F - for your note);

- ☐ what would not be useful/possible in your context AND what changes would have to take place to make each one of possible use/help.

These are statements constructed from responses and indications given by people involved in a variety of projects that called for elements of Collaborative Learning. We hope they will help you in your journey of exploration!

I was worried about…..

A) being watched

B) feeling incompetent

C) letting other people into my classroom

D) not having the classroom door shut

E) lack of knowledge

F) if it affected my promotion chances

2. Collaborative Learning Benefits

What was helpful/influential in our choice of focus and in working and learning on a CL projects

1) being able to choose with whom I was working gave me more confidence.

2) choosing an aspect of learning/teaching that interested us all.

3) identifying something to investigate that was not working well for us, the children or the school/institution.

4) building on an area on which we had already started working.

5) investigating a new area of the curriculum that had been introduced.

6) finding out ways of dealing with a new or changed policy area which we had to implement.

7) having non-teaching time set aside to take part in the project.

8) concentrating on a subject area that was familiar/or in which I had expertise

9) having the opportunity to explore an aspect about which I did not feel confident.

10) made me look at how I teach across subject areas, concentrating on the teaching and learning.

11) dealing with and managing behaviour issues in class or school.

12) I took part because I wanted to increase my teaching skills.

13) providing better learning opportunities for my pupils/students.

14) knowing that the senior managers of the school were fully supportive of the scheme.

15) I felt I had no control over what was happening to my development before.

16) I wanted to see how other people dealt with aspects of teaching.

17) I needed some new insights into teaching and learning.

18) I was not satisfied with the progress of my pupils/students, something had to change.

19) after reading the results of a research project I wanted to learn more and try out the ideas with others.

20) isolation in the classroom was becoming a problem, I needed a way that gave me the confidence to share with others.

21) CPD has always been important to me; this seemed a more relevant way of doing it about something that was happening in particular classrooms and schools.

22) knowing the only judgement on me that would be made was by myself alone influenced me greatly.

23) I felt I had a lack of expertise, this gave an opportunity of learning from and alongside colleagues.

24) having university tutors working as part of the team added to the experiences we could all offer.

25) high quality CPD and support materials were pivotal to development.

26) praise and encouragement from colleagues was supportive.

27) being able to be truthful about feelings and anxieties over knowledge and skills without being judged.

28) the reaction of the pupils/students to new ways of working.

29) having the time to reflect on my teaching.

30) trying out new teaching methods.

31) better understanding of the link between theory and practice.

32) increasing my knowledge through my own learning and in co-operation with others.

33) feeding back what had happened over a session and then reflecting backwards over several sessions moved my thinking and practice on a lot.

34) I found other colleagues' reflections on their own activities and on mine a produced a basket full of ideas and ambitions.

35) talk, talk and more talk, there always seems to be a different angle to approach from when it's a shared experience and conversation.

36) openness and rational objectives, while hoping for that little bit extra seems to lead to stretching yourself (and others) beyond what you thought was possible.

3. Living our lives – our experiences!

The whole group dynamic!

This is a game for teams of four people, building on your own experience of living and working with others.

At its heart is getting on with people and reacting to them in a number of different situations.

A team-leader or adjudicator leads the plenary session.

If we borrow from Mathematics and draw a Venn diagram it might look like this:-

where some form of co-operation or sharing could take place in each individual situation
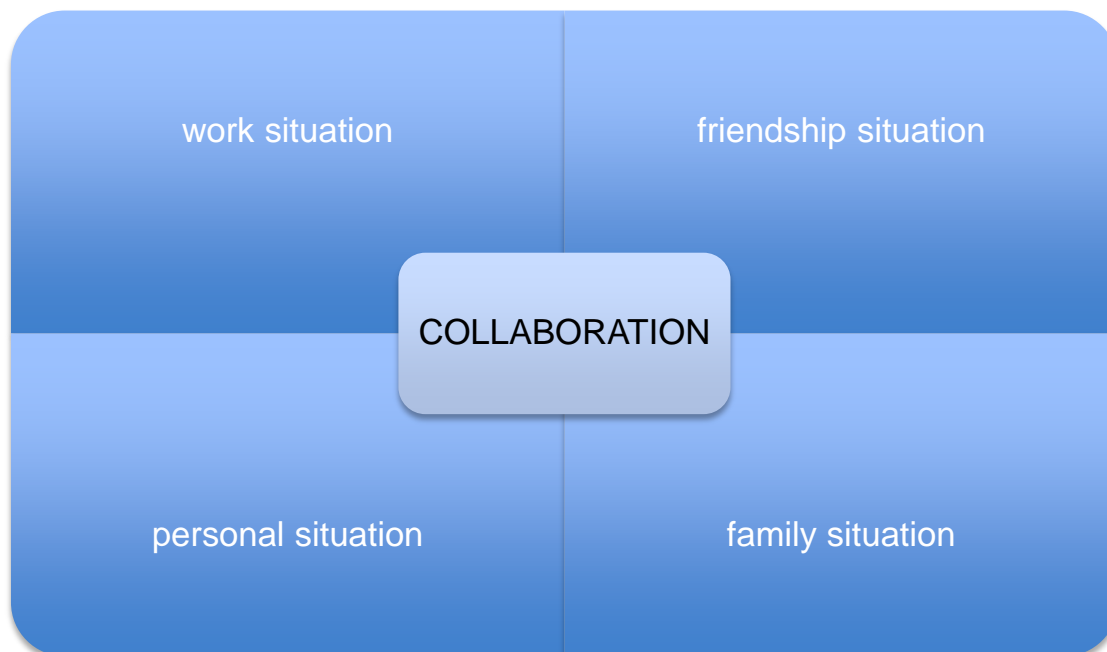
What we aim to find out, using your experiences is whether it could look like this:
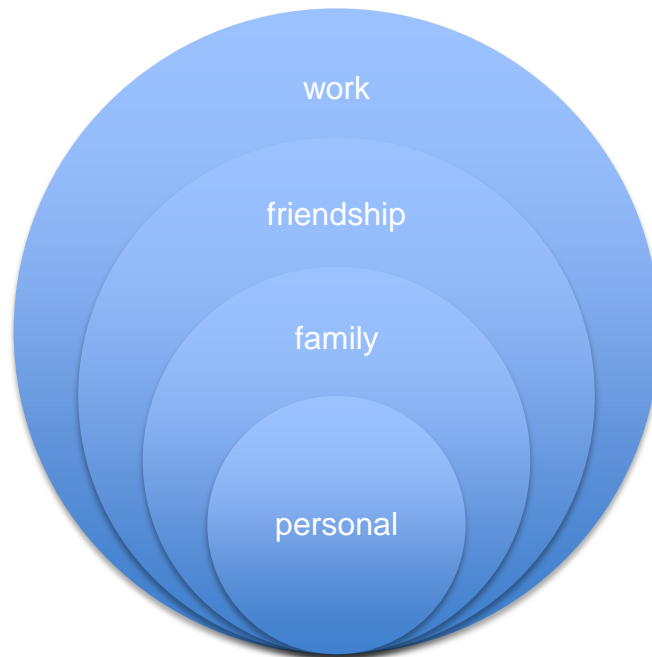
∑   COLLABORATION

Where the universal set is COLLABORATION and some properties are interchangeable and exist in all the situations.

To embed this in real situations in your lives, would you please share your experiences amongst your group by taking part in this process:

1. Each member of the group takes one of the situations, and in no more than 300 words describes something that has happened within their experience around sharing/resolving/taking forward a situation that gave them a sense of satisfaction and/or achievement. This could be, for example, taking on a new challenge at work, or getting a teenager to tidy up their room, to take but two scenarios. Make it clear what you and others did, and what points, actions or words contributed to a pleasing outcome.

2. Look at what you have written closely and, on a separate sheet of paper, make a note of anything you did, through spoken or body language or actions that you feel **a)** contributed to a pleasing outcome **b)** any points where you think you could have acted differently

2. Swap your account and list with another member of your group.

3. Ask them to compare it with their own and make a note of points where you have both acted in a similar way.

4. Are there points that happened or were very similar in the two different settings; remember these may be verbal or non-verbal.

5. Together draw up a list of these similarities of approach/behaviour.

6. Join up with the other pair in the group and together discuss your findings.

Then, as a foursome, prepare an analysis of your conclusions to present to the plenary session.

???

- What have we found?

- Why do you think those results emerged?

- Were there contributive factors?

- What fundamental strategies could we, from our own experiences, recommend as likely to be helpful in co-operative and collaborative learning?

- Are there negative findings as well as positive findings?

Construct your own team Methodological Framework. How does it correspond with /diverge from the EFFeCT MF?

Plenary Session

Should be lead by a team-leader, discussant or arbitrator

Notes

This could be used with any number of participants provided smaller teams of ideally even numbers could each take a "situation". The situations suggested here are not comprehensive. Others to add or substitute could be 'peer group'; 'formal situation'; 'single gender';' mixed gender'; 'age specific'; 'length of experience'; 'curriculum subject'; 'shared interest' (in or outside 'job') etc. All of which would raise debate and learning points. The occluded set would have to be re-structured to fit.

A wide range of 'questions to ponder' could be placed in the **issues' repository**, but I would suggest the wording be kept simple and a short number of questions posed or changed perhaps if the exercise is repeated to encourage deeper thinking.

It could be used prior to any formal discussion of the EFFeCT MF; as a stage in exploring the collaborative process or as an exercise in adding to and evaluating the EFFeCT MF. Or, before, after or during the various 'games', 'videos', 'role play', 'scripts', 'story telling' and other support materials produced and cited by the EFFECT partners have been/are being experienced. An interesting development point could be repeating the exercise at a chosen point/points.

Overall, it is intended for a facilitator to provoke discussion and link what could be seen as 'theoretical' with real-life personalised experience.

At some stage we could perhaps discuss whether we think there is a natural path through the material and web-resources suggested by our partnership, that would be advantageous for people to take, or whether 'pick and mix' is the preferable strategy. Philosophies have not yet been unveiled. Or have they?

4. The Rocky Road to Collaborative Learning!

How to Play "The Rocky Road to Collaborative Learning: through the Jungle"

There are three steps on the Journey:

Playing - step one and

reflecting individually step two

Analysis and joint discussion – collaborating together step 3

(n.b. This is not an exhaustive or foolproof guide - just a taster example)

You need:

A.   *Getting started*

1.   The Rocky Road board
2.   a die
3.   a cup to shake the die in
4.   a counter or token for each player
5.   a sense of humour
6.   others involved to play with
7.   a note pad or tablet

B.   *Reflecting after playing*

1.   A copy of the characteristics, principles and activities helpful in doing a
        Collaborative Learning project, whatever its focus
2.   The Methodological Framework Grid (MF)
3.   Time and space to reflect and discuss
4.   A copy of the 'Survivors' Guide" thinking points
5.   A continuing sense of humour
6.   Self-Analytical skills
7.   Confidence to work as a team

Playing

Each player in turn roles the die and moves across the squares according to the number scored. Read out the stage/progress or otherwise that's been made on the journey so far.

If you land on a square at the foot of a ladder you go up the ladder, omitting passing over some squares.

If you land on the head of a snake, you go down the snake to its tail. Landing back to the progress or activity described there. You then need to make your way up again on your next 'turn'.

Continue the game until everyone has reached square 35.

Reflect on & make a note of the stages you went through to get there.

Survivors' Guide – points to ponder

Through group analysis and discussion:

1. Identify which, principles, necessary conditions & activities in Collaborative Learning are represented in each of the numbered cells

2. Using the Methodological Grid as guidance, show how each of the attributes identified in 1. contribute to the broad Characteristics classified as "participative professionalism"; "deep level collaboration"; 'deep level collaboration"; "equity" or 'holistic learning' in the MF. What is positive or negative and how could they be augmented or retrieved?

3. Finally, from your discussion and experience of Collaborative Learning, what additional principles, aspects and activities would you add to a more detailed "journey" through Collaborative Learning. Show your reasoning.

The Rocky Road to Collaborative Learning!

(in the jungle, up ladders and down snakes)

35. Congratulations Your Project is Successful ! you have collaborated	34. Your outlook and practice have changed as a result of working with others	33. a member leaves school	32. You feel you have learnt from others	31. there is increased reflection on practice by all
30. Colleagues say they have learnt from your reflection, ideas, and practices	29. P E E R sharing	28. more confidence felt about knowledge and skills	27. You re-evaluate your ideas & practice	26 Good quality CPD results in progress being made: go directly to 31
25. more targeted learning for pupils is an outcome	24. Things have been rushed re -think time - scale	23. Teacher Collaboration increases: go to 29	22. You have increased knowledge & teaching ideas	21 you no longer feel anxious about being watched or evaluated
20. 3 objectives achieved to 25	19. new strategies are tried & go Very Well!	18 the team revises targets as a result of sharing ideas	17. You team-teach with a colleague	16 you read and adopt latest research findings that prove useful: go to 22
15. professional relationships are stronger	14. strong support by management confirmed	13. increased learning by the pupils recognized	12. new initiatives in school	11. open-school policy adopted
10. The team feels they have self-decision and some control over autonomy	9. one school withdraws go back to aims & objectives	8. you and your colleagues jointly make lesson plans targeting an agreed focus	7. Support is set up to help in areas you & colleagues have asked for	6. You open your door and visit each others classrooms
5. you share your feelings with your colleagues	4. Allotted Time is put by for observation & discussion	3 aims, objectives and outcomes are identified for all & in each context	2. you discuss collaborative principles with colleague/s	1. BASE: you start on your journey collaborating with others in learning

5. Suggestions for some other words to choose from to add to the 'game' using only words beginning with E, F, F, E, C ,T.

My suggestion about one way to construct a 'game' using cards follows the list of words (nouns, adjectives or adverbs) plus possible extensions and spin-offs.

E

empathy	empathic	engaging	engagement	enthusiasm
encouragement	encourage	elicit	empower	encourage
enterprise	effectiveness	effect	effectual	earnest
ease	educe	efficient	eager	effort
egalitarian	elaborate	elect	elevate	emancipation
embody	emulate	empirical	endow	embrace
engage	enhance	enlighten	enrich	equality
excel	estimate	ethical	exciting	effuse

F

fervour	forethought	fairness	facilitate	friendship
friendliness	fusion	further	furbish	fulfil
friendly	fruitful	freedom	fraternity	frank
fuel	foundation	forum	forthcoming	foresight
formative	forge	following	flexible	fertile
feasible	fair	faculty	feedback	fellowship

C

co-operate	co-operation	collective	calm	consider
consideration	conciliatory	compassion	competition	competitive
consoling	consultation	consulting	console	consult
commitment	careful	certainty	challenge	change
changeable	choice	circular	civility	coalition
coherent	cohesive	collateral	collective	combination

T

trust	time	tenacity	truth	truthfulness
thoroughness	thoughtful	thoughtfulness	talk	tact
topicality	tales	tangent	tangible	target
tactic	teaching	team	technology	telegraphic
temperate	template	tenable	texts	theory
terminological	tactician	test	theoretical	therapeutic
thinker	toleration	tradition	trainer	transferable
transmit	triage	trust tuition test		

Level 'O'
The lead-up to this game could be having a large chart with all (or a selection of) these words on it simply asking people what they understand by these terms. This in itself will provoke discussion. Then, tie it into collaborative learning and firstly what conditions are necessary for CL to take place by:

One way of 'playing' or making a game of the process
Write all the chosen words on blank playing cards (or cardboard) [a sophistication could be to use different colours, sorted by the initial letter – reason for this will become clear later in this explanation) Provide a pile of blank cards for the players to use later.

Divide the group into pairs.
Give each pair a simplified outline of the MF showing the agreed categories etc.
Large enough for the cards to be placed on it. (I'm referring to it as a 'Grid')
Explain the purpose of the exercise (this could be varied in degrees of sophistication starting perhaps with (a)

Level 1
(a)

Instructions:
Look at these words and through discussion with your partner place them where you think they best fit in the GRID (or whatever you decide to call it)

Make a note of any word where you disagree initially where the word should be placed. If you agree a word 'fits' in more than one place then make another on a (similarly coloured) blank card and place it there.

The notes they make here could be part of their data/evaluation of their increased understanding of CL, by acting as a base-line to be referred to further into their practical experience of CL. This could be part of self and project evaluation.

Ask the pair to make a photo or diagram of their filled in "Grid". (the different colours will then make it clear what cuts across areas).

Then, depending on the time available or in the next session either:-

Share these initial 'pair' results in a seminar session (recording similarities and differences and justifications/reasoning behind them) and produce a "Grid" agreed upon by the whole group.

OR (probably more productive)

As the pair to join with another pair, each presenting their "Grid" and through discussion arrive at a consensus "Grid" for the sub-group.

Record result as before (pictorial for Grid, written or recorded for discussion)

Then jointly with the whole group come to a consensus – or not

Again, the discussion and reflection can lead to both individual and shared learning – valuable self- and group monitoring (this again can be part of the evaluative data)

Level 2
b)
a step on from this would be to get the partners (or sub-group or whole group) to put in the words into what they felt was the hierarchal order within each section of the grid.

This sort of approach can of course be used with other words or phrases attached to collaborative learning using other letters of the alphabet A videoed discussion group about how they felt when having to collaborate in this way, would be a self-produced tool to be added to the support material EFFECT is placing on the web.

Alternatively an interview with both members of a pair separately could produce a useful tool.

Or a survey/questionnaire taking in the context of the collaborative learning project being conducted by the particular group asking about their feelings, apprehensions, learning, whether they felt they had learned from others, offered something useful themselves, had changed their views (and how) as a result of taking part etc.

II. Evaluation tools

In the tables below, key determinants and favourable factors have been incorporated.

Evaluation Table 1 For use of Observers (Internal/External Evaluators)

FAVOURABLE FACTORS	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Comments
A. Participatory and decision-making components						
The leadership was sufficiently expert, and had the professional capabilities to lead/ facilitate the collaborative practice						
All participants were able and encouraged to take part in decision-making						
Feedback and reflections from the participants were heard and possibly built into the programme by the event leaders/facilitators						
The focus of the collaborative learning was defined on the basis of the needs of the participants						
It was possible to adjust the focus of collaboration to the learning requirements of the participants, even during the practice						

Participants had the opportunity to reflect and respond to ongoing processes, individually, in small groups and/or collectively		15				
B. Participation, commitment						
The individuals involved in the practice appeared committed to collaborative learning						
The individuals involved in the practice seemed equally committed						
The institutions or bodies involved in the practice demonstrated commitment to collaborative learning						
The institutions or bodies involved in the practice seemed equally committed						
The collaborative practice involves multiple stakeholders						
Members of the collaborative practice functioned as a group/s, with a team-identity						
Attendance was based on individual teachers' decisions						

Attendance was supported by the managers of the organisation where the practice took place		16				
The collaborative set is embedded in a supportive organisation/institution						
Other emergent, ob-served phenomena which contributed to TCL						
e.g. Organisers planned sufficient time in the pro-gramme for collaborative activity						
e.g. Participants requested more time for collabora-tive activity						
Social justice was apparent in participants' words and deeds						
Participants modelled their moral and ethical role as teachers and as colleagues						

Evaluation Table 2 For TCL designers' self-evaluation

The following table may be used both at the beginning of the design/planning stage, acting as a checklist, where the heading would be 'favourable factors included' and/or at the conclusion of the design process where the heading would be 'favourable factors evident'.

While the factors in the table have emerged from successful practice in relation to teachers' collaborative learning, collaboration is an intensely interpersonal phenomenon. The human factors which create success are individual- and individuals-dependent. No matter how inspiring the theme or focus, without a facilitator or facilitators who is/are able to create the right ethos it is highly unlikely that successful collaborative learning will ensue.

FAVOURABLE FACTORS INCLUDED/EVIDENT	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Comments
Adequate informal time						
Professional identity debated						
Support from senior managers						
Expert leading & facilitation of CL						
Flexible facilitating to meet learners' needs						
Challenging content						
Frequent opportunities to reflect & respond						
Support material with theoretical underpinning and including digital learning matter						
Clear, well-written learning goals & manuals						
Competent content & process facilitation team						

Knowledge exchange evident						
Knowledge creation apparent		18				
Professionally rigorous						
Holistic learning developing						
aims of social justice						
moral/ethical role of teachers as teachers and as colleagues						
Please add: Other emergent, observed or recorded factors which contributed to good practice in TCL						

Evaluation Table 3 For use with participants

FACTORS	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Comments
There was adequate informal time for professional discourse						
Professional identity was debated in an involving way						
I participated in debate on professional identity						
I had support from senior managers in my school						
The event was expertly led & facilitated						
Facilitation was flexible enough to meet my learning needs						
I was professionally challenged by the ideas content of the event						
There were sufficiently frequent opportunities to reflect & respond						
Sufficient support material with theoretical underpinning and including digital learning matter was made available						
There were clear, well-written learning goals & manuals for the event						

The facilitation team were competent in leading and presenting content & in managing the CL process					
With colleagues I shared professional knowledge and experience					
Involvement in the CL event increased my professional knowledge creation					
The event was professionally rigorous and demanding and I left with 'new' knowledge					
I now have a more holistic approach when developing my professional learning					
As a result of this experience, I am changing my professional practice					
I now consider that I am part of a professional learning community					
We were encouraged to ask questions					
I felt part of the decision-making process					
We worked together in the awareness of our moral and ethical responsibilities as teachers and colleagues					

the aim of en-hancing social justice was made explicit and was part of our com-mon practice		21			
Please add: Other emergent, observed or recorded factors which contributed to good practice in TCL					

III. Table of characteristics

Base Criteria for Teachers' Collaborative Learning	Characteristics	Evaluation Criteria
Participative professionalism Collaborative teacher learning involves leadership that is shared and enacted by teachers as active agents of change. 'Co-leadership' and co-agency are enacted by everyone in the schools), and these emerge from a supportive set of organisational features and work towards inclusive, holistic learning.	***Organisational / Infrastructural conditions and attributes of the practice*** The leadership of the collaborative practice is recognised as sufficiently expert by those involved in the practice and it is their professional capabilities that have gained them the authority to act as de-centred agents The organisation follows democratic principles and it works in a transparent way The organisation has a flexible structure that is possible to adjust to the learning requirements of the participants The practice promotes teachers' involvement in decision making Those usually excluded from decision-making (e.g. students) can take part in the practice The practice uses distributed leadership / de-centred agency (where the power of the collective discourse exceeds the hierarchical position of speakers and develops self-reflexivity): - It involves multiple stakeholders - It involves co-leadership and co-agency by teachers and different stakeholders - It is characterised by supportive organisational features The practice supports the emergence of innovative ideas When planning, enacting and evaluating change consideration is given to how the organisation and its members function and learn The entire organisation (principal, staff) supports the same type of learning	How does the practice use de-centred agency? (involvement of multiple stakeholders, co-leadership of teachers and other stakeholders, supportive organisational features) Do other stakeholders take part in the practice? (y/n) Are the goals and purposes of the group clear and shared? (y/n) How does the practice support the involvement of teachers in the decision making processes? (1-5) How does the practice support the involvement of others usually excluded from decision making (e.g students) in the processes? (1-5) Does the organisation follow democratic principles? (y/n) How does the practice support innovative ideas? (1-5) Does the practice include elements of strategic planning? (y/n)

	Personal and group characteristics	Is there any reflection to policy, strategy? (y/n)
	Open expression and sharing with the opportunity to reflect and respond to ideas is encouraged	Is open expression and sharing encouraged by group culture? (y/n)
	Participants have the ability to share, question/assess and change each other's opinion	Can change be initiated both external and internal? (y/n)
	Change can be initiated both by external and internal stimuli	
	Stimuli are evaluated and the processes they initiate are realised collaboratively	Are stimuli evaluated? (y/n)
	The group community is inclusive and welcoming	Are changes initiated by stimuli realised collaboratively? (y/n)
Deep-level collaboration Teachers discuss the aspects of the didactics of teaching, problems they meet in their daily practice, observe each other in the classroom, discuss each others' functioning, and critically examine teaching and learning	**Organisational / Infrastructural conditions and attributes of the practice** Top-down and bottom-up processes are balanced	Is the practice embedded at the level of the institution? (1-5)
		Is teacher-involvement into collaboration supported by the management (y/n)
	The collaborative practice is embedded at the level of the institution where it takes place -the institution is committed to support collaborative practices	
	Attendance can be an individual decision, but it is preferable that is supported by the senior managers of the organisation	How is the cohesion between the community and the organisation? (1-5)
	Flexible structure to allow space for informal learning among participants	How is the cohesion within the community? (1-5)
	Opportunities to reflect and respond to ideas as individuals and in small groups with feedback to the event facilitators are built into the programme;	To which extent do the community members support each another mentally, emotionally and professionally? (1-5)
	Personal and group characteristics	
	The participants are committed to be part of and engaged in the collaborative practice	How does the community support learning and creative community work? (1-5)
	The collaborative group is characterised by a cohesive culture and high team identity	Are different approaches of teaching encouraged within the group?
	Knowledge is created as a result of mutual engagement of participants in	Is informal learning among participants

	the collaborative learning practice	allowed by the structure of the event?
	Members support each other mentally, emotionally and professionally within the community	
		Is the opportunity of reflection and responding to ideas built in the programme?
	Openness and trust between the participants is coupled with professional collegial challenge, debate and openness to change	
	Critical discussions about different aspects of teaching are encouraged	
	The goals and purposes of the group are clear and shared by the participants	
Equity means the reduction of social injustices that affect people's lives, treating people with fairness and impartiality	***Equity in purposes*** Good practice of collaborative learning advances all forms of social justice: developmental, participative, cultural and distributive justice. ***Equity in the process*** The collaborative practice is sensitive to inequalities in its design: it is accessible. Fairness and social sensitivity are key values within the group	How does the practice of collaborative learning advances - developmental - participative - cultural - distributive justice? (1-5) Does the result of practice enhance equity?(y/n) Is the collaborative practice - accessible, -fair -socially sensitive? (y/n)

Holistic learning
 	
teachers' collaborative practice has an impact on both teacher and student learning. (Holistic learning is a process of learning that enhances critical, independent thinking, autonomy, and self-awareness.)
	Organisational / Infrastructural conditions and attributes of the practice
	
	Broad learning (pedagogical learning; social pedagogy, andragogy, heutagogic (co-led/self-directed by the learner)), knowledge and skills development with the aim of student learning is promoted
	
	The collaborative practice furthers
	  - Professional identity construction, including collective identity and reframing;
	  - Institutional or community socialisation;
	  - Emotional learning;
		How does the practice support deep learning of teachers/students/other stakeholders? (1-5)
		
		Does the practice support
		- professional identity construction
		- institutional or community socialisation
		- emotional learning? (y/n)
		
		Does the practice develop engagement with community? (y/n)

	The collaborative practice develops active engagement with the community The collaborative practice promotes Individual agency, confidence, autonomy, critical, independent thinking and self-reflection The collaborative practice helps participants becoming democratic professionals The collaborative practice promotes holistic learning The collaborative practice promotes learning at the level of the group as a whole, as well as at an individual level The collaborative practice is professionally inspiring; ***Personal and group characteristics*** Participants are exposed to alternative ideas	How does the practice promote personal subjectification? (individual agency, confidence, critical thinking, self-reflection, becoming democratic professionals, holistic learning) Does the practice promote learning both on individual and group level? (y/n) How is the programme professionally inspiring? (1-5)