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FESTIVAL  
2022

ADVANCING  
LEARNING

# STRONGER TOGETHER: COLLABORATIVE LEARNING, FROM LOCAL TO GLOBAL



DAVE SPENCER

with Teach  
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Why is collaboration in education such a hot topic today?

What do YOU think?

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Why is collaboration in education such a hot topic today?

- An urgent need to focus on student wellbeing
- The need for togetherness and solidarity at school

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## GREAT LEARNERS GREAT THINKERS

### MAKING FRIENDS

Lesson aims: To think about ways of making new friends and the importance of not letting people feel left out.

Video: Buddy Bench

1. **1** Watch the video. What plan does it show to help lonely primary school children to be welcome?

2. **2** Watch the video again. Complete the sentences with one or two words or a number.

3. **3** The video explains that you can write on a bench for somebody to ask you if you want to be friends.

4. **4** The video shows that some children are already on the bench.

5. **5** The video shows that some children are already on the bench.

6. **6** The video shows that some children are already on the bench.

7. **7** The video shows that some children are already on the bench.

8. **8** The video shows that some children are already on the bench.

9. **9** The video shows that some children are already on the bench.

10. **10** The video shows that some children are already on the bench.



### GREAT LEARNERS

1. **1** What could be the meaning of being in the situation? What problem does it cause?

2. **2** What would you need to know to be able to help you to prepare for the situation?

3. **3** What would you need to know to be able to help you to prepare for the situation?

4. **4** What would you need to know to be able to help you to prepare for the situation?

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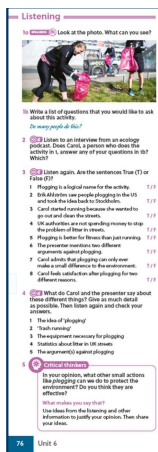
# Why is collaboration in education such a hot topic today?

- An increasing emphasis on citizenship
- The need for togetherness and solidarity in society

Ever thought of taking up PLOGGING?

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### Why is collaboration in education such a hot topic today?

- The need for togetherness and solidarity on a global level
- An emphasis on working together towards Sustainable Development Goals

**5 Critical thinkers**

In your opinion, what other small actions like *plogging* can we do to protect the environment? Do you think they are effective?

**What makes you say that?**

Use ideas from the listening and other information to justify your opinion. Then share your ideas.

Gateway to the World B1



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## TEAM

## Why collaboration will be key to achieving the Sustainable Development Goals

*'By sharing information, resources, activities, and capabilities, we can achieve things together that we could never achieve alone.'*

**T**ogether  
**E**veryone  
**A**  
**M**


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## TEAM

**T**ogether  
**E**veryone  
**A**chieves  
**M**

## TEAM

**T**ogether  
**E**veryone  
**A**chieves  
**M**ore


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**GREAT LEARNERS**

Great learners think globally and act locally.

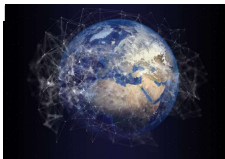
Think of everyday things you do that affect the planet (e.g. the transport you use, the food you eat, the things you buy). What could you do differently to reduce your negative impact on the environment?



**GREAT LEARNERS SEL**

Great learners show solidarity with others

Ethical shopping is closely connected to the idea of solidarity, knowing that other people are being treated well and fairly. Why do you think it's so important to show solidarity with others?



**GREAT LEARNERS SEL**

Great learners are active global citizens

With problems like food waste, why is it so important to think of ourselves as all citizens of just one global community?



### Why is collaboration in education such a hot topic today?

- A recent emphasis on collaboration as a key to creative thinking



### Core principles of developing collaborative learners

- Making collaboration a frequent activity
- Expecting learners to listen as well as talk

Chris Watkins cited in 'Teaching Creative Thinking'  
by Bill Lucas and Ellen Spencer  
Crown House Publishing Limited, 2017

**GREAT THINKERS**

Share-Wait-Think-Discuss

5 **prepare** Work in groups of three and follow the instructions.

- 1 **Share** The first person explains their answers to the questions in 4. The others listen.
- 2 **Wait** in silence. Don't interrupt! **Think** about what the first person said.
- 3 Repeat this procedure for the second and third person.
- 4 **Discuss** all the ideas that you have shared. Make comments and ask questions about what other people said.



### Core principles of developing collaborative learners

- Making collaboration a frequent activity
- Expecting learners to listen as well as talk
- Making it safe for people to offer ideas
- Requiring interdependence among learners for success

Chris Watkins cited in 'Teaching Creative Thinking'  
by Bill Lucas and Ellen Spencer  
Crown House Publishing Limited, 2017

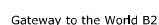
**GREAT THINKERS**

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- Collaboration as a Life Skill (with family and friends; at school, university, work...)



- The Common European Framework of Reference for Languages (CEFR)
- The CEFR Companion Volume with New Descriptors (2017)
- This focuses Mediation, Collaboration, Intercultural spaces and Intercultural competence



Provide a meaningful context for collaboration  
e.g. PROJECT WORK





Suggestions for encouraging student collaboration, locally and globally

Give students useful advice for successful groupwork



**COLLABORATION**

When you work on a task as a team, the main objective should be to produce an excellent piece of work. That's why it's important, as a team, to give and accept constructive criticism.



**COLLABORATION**

When you work in a team, decide the best way to divide the work equally and fairly. Make sure that everyone is happy with the distribution of work.



Suggestions for encouraging student collaboration, locally and globally

Make students have functional language to collaborate effectively



**COLLABORATION**

When you work on a task as a team, the main objective should be to produce an excellent piece of work. That's why it's important, as a team, to give and accept constructive criticism.

Useful language:

*I think we should..., I think it would be better to..., Maybe we ought to..., Instead of..., Yes, that's a good idea, Okay, let's try..., Let's see if it's better to...*



**COLLABORATION**

When you work in a team, decide the best way to divide the work equally and fairly. Make sure that everyone is happy with the distribution of work.

Useful language:

*Who wants to...?, Are you happy doing...?, Can I...?, I'd like to..., Can I volunteer for...?, Why don't I/you/we...?*





Suggestions for encouraging student collaboration, locally and globally

Share ideas, opinions and projects with students from other countries!

**Jobs for teenagers in your country**

**Starting point**  
Look back at the Culture exchange task about jobs for American teenagers (page 10). At the moment, do you know enough to write a similar text about jobs for teenage students in your country? What do you know?

**Project task**  
An American school is doing some research. They want to know if teenage students around the world have part-time weekend or summer jobs. Search the Internet to find the information about teenagers in your country. Prepare one of these:

**Research areas**

- what the law in your country says about young people and work, working hours and conditions, legal minimum wage, salary, etc.
- reasons for the number of teenagers working in your country
- why do some teenagers work?
- typical jobs for teenagers in your country

**Think about ...**

**Signal skills**  
When you visit a website, it's important to think critically about what you find. There are many websites but not all are correct. If they are false, how can you be sure they are correct? If they are options, whose options are they?

**Intercultural awareness**  
Think about the factors which determine who teenage students work in your country. Consider whether their:

- do it only or mainly for money
- do it to improve their CV
- think it's useful preparation for the future
- think it's not a good idea to both study and work at the same time

**Collaboration**  
When you work in a team, it's OK to disagree with others, but it's important to be polite and constructive.

**Useful language**  
I agree with you because ...  
I don't agree with you because ...  
That's true, but you could also argue that ...  
Another way of looking at it is ...  
Yes, but it's also true that ...

**Academic skills**  
Think about the best way to present different types of information. For example, it may be chosen to present statistics by using a graph or a diagram. Also, remember to include the source (where you found the information).

**Project time**  
On the project, there present it to the class.

**Evaluation**  
Give each project a mark from 1 to 5 - we give you for these categories:

Content	<input type="checkbox"/>	Design	<input type="checkbox"/>
Presentation	<input type="checkbox"/>	Language	<input type="checkbox"/>

## Virtual Classroom Exchange



### What is Virtual Classroom Exchange?

It is a unique feature of the Gateway to the World course which enables teachers to connect their students online with other users of the course around the world, encouraging them to use English for a real communicative purpose in an authentic cultural exchange.

### What are the students going to learn?

The Virtual Classroom Exchange brings together learners from different cultures and backgrounds to promote teamwork, collaboration and foster intercultural awareness. Not only can the students research and present the projects, which are part of the course, to their own class but they will also have an opportunity to exchange them with their peers in a different school or country, using English as the means of communication.

### How does it work?

If you are using Gateway to the World with your students, you need to register your interest in the Virtual Classroom Exchange on our dedicated platform. You will be notified when a partner class has been found, and you can begin your Virtual Classroom Exchange journey. Learners will need their Student Books to be able to work on and share their project outputs with their partner class.

REGISTER MY CLASS

www.macmillanenglish.com



Empatico.

Suggestions for encouraging student collaboration, locally and globally

Get students thinking about Intercultural issues, to create a shared space between linguistically and culturally different speakers



### Intercultural awareness

Think about any elements in your presentation that would be new or unusual for somebody not from your country. Check also for any words or expressions in your language that you think are difficult to translate. Then decide how to explain those elements, words and expressions.

Collaborating on an international scale means that students can see...

English is a Life Skill!  
English can really bring people around the world together!





Complete the proverb/quote/saying!

Complete the proverb/quote/saying!

'Many hands make \_\_\_\_\_ work.'



Complete the proverb/quote/saying!

Complete the proverb/quote/saying!

'Many hands make LIGHT work.'

'Two \_\_\_\_\_ are better than one.'



Complete the proverb/quote/saying!

Complete the proverb/quote/saying!

'Two HEADS are better than one.'

'A \_\_\_\_\_ shared is a \_\_\_\_\_ halved.'



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**Complete the proverb/quote/saying!**

'A PROBLEM shared is a PROBLEM halved.'



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LEARNING

**Complete the proverb/quote/saying!**

'Individually, we are one drop.  
Together we are an \_\_\_\_\_.'

Ryunosuke Satoro



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**Complete the proverb/quote/saying!**

'Individually, we are one drop.  
Together we are an OCEAN.'

Ryunosuke Satoro



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**Complete the proverb/quote/saying!**

'If you want to go fast, go alone.  
If you want to go far, go \_\_\_\_\_.'

African Proverb



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**Complete the proverb/quote/saying!**

'If you want to go fast, go alone.  
If you want to go far, go TOGETHER.'

African Proverb



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**Thank you!**

**Any comments, questions...  
You can contact me directly at:**

[www.facebook.com/teachwithdave](https://www.facebook.com/teachwithdave)

