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COLLABORATIVE LEARNING COMMUNITIES

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ABSTRACT

Community oriented learning" is an umbrella term for an assortment of instructive methodologies including joint scholarly exertion by understudies, or understudies and educators together. Generally, understudies are working in gatherings of at least two, commonly looking for getting, arrangements, or implications, or making an item. Shared learning exercises fluctuate broadly, however generally focus on understudies' investigation or utilization of the course material, not just the educator's introduction or elucidation of it. Shared learning speaks to a critical move away from the ordinary teachercentered or talk focused milieu in school study halls. In shared homerooms, the addressing/tuning in/note-taking cycle may not vanish totally, however it lives close by different cycles that are situated in understudies' conversation and dynamic work with the course material. Instructors who utilize communitarian learning approaches will in general consider themselves less as master transmitters of information to understudies, and more as master originators of scholarly encounters for understudies as mentors or mid-spouses of a more emanant learning measure.

KEYWORDS: *Community oriented learning , utilize communitarian learning.*

INTRODUCTION

The establishment of a collective learning network is cooperation – talking, sharing and thinking about how the Kids Matter system and practice cooperate in your unique circumstance. Cooperation and synergistic practice offer cycles for producing groundbreaking thoughts and arrangements from joining all gathering individuals' skill, viewpoints, experience and information. Cooperating thusly can uphold the individuals who might be hesitant or ill-equipped to adjust better approach for learning and thinking. The focal point of the communitarian learning network is realizing where every individual from the network creates and applies new understandings about small kids' psychological wellness. 'Doing' isn't simply going to proficient learning. It is more about the expert discussions and intelligent practice that happens casually and officially, during and after expert learning openings. Turning out to be and keeping up a cooperative learning network requires some serious energy and devotion through solid administration.

Leading a collaborative learning community means:

- ❖ emphasizing the value of collaboration to colleagues
- ❖ providing a safe and supportive environment
- ❖ making a space and time for collaborative learning opportunities
- ❖ modeling reflection practice and professional conversations being held in equal regard as professional learning
- ❖ Supporting the development of shared understandings, vision and goals for the learning community.



Making community oriented learning openings that are open finished in which understudies. Make/develop their learning. Specifically, an action to assist understudies with learning how to Evaluate data as well as why they have to assess their sources. Not certain how to keep it open finished and useful for understudies while likewise having the option to oversee it from a guidance point-of see. There are some instructive methodologies that give fundamental structure to understudies however draw in them in broadened, open finished assignments. Problem-based learning is one model. Experiential

MEANING OF COLLABORATIVE LEARNING COMMUNITIES:

'Synergistic learning is the utilization of little gatherings through which understudies cooperate to achieve shared objectives and to amplify their own and others' latent capacity.' Johnson, Johnson and Holubec (ASCD 1994). Synergistic learning is an umbrella term for an assortment of instructive methodologies including joint exertion by students. Community oriented learning exercises fluctuate generally, yet generally focus on the student's investigation or use of the educational program, not just on its educator's introduction. The instructor's job is to make a domain where youngsters are willing and ready to work cooperatively, where there are a lot of chances and invigorating settings for students to work with others, and where they have a sense of security to share their developing thoughts and understandings.

Typically, students are working in gatherings of at least two, looking commonly for getting, arrangements, implications, or making an item. Gathering difficulties regularly expect students to deliver an item for a predefined crowd and reason. Cooperative learning programs likewise place incredible accentuation on evaluating the commitment of people inside the gathering and of the presentation of the group.

ATTRIBUTES OF COLLABORATIVE LEARNING COMMUNITIES:

American researchers David and Roger Johnson have done more than anyone to popularize the concept of collaborative learning. Their research identified 700 studies relating to cooperative, competitive and individualistic efforts to learn and they identified five defining (attributes) characteristics of collaborative learning.

- ✚ Groups work together to accomplish shared goals. Group members buy into a mutual goal. They seek outcomes that are valuable for themselves and the group. They believe they sink or swim together.
- ✚ Group members are hard on themselves and each other - they make each other accountable for producing high quality work and achieving goals.
- ✚ Group members work face to face and support each other to produce joint products.
- ✚ Group members are taught social skills and are expected to use them to work together to achieve their goals.
- ✚ Group members analyze how effectively they are working together in achieving their goals.

BENEFITS OF COLLABORATIVE LEARNING COMMUNITIES

- ✚ It had increased the effort.
- ✚ It had created positive relationships.
- ✚ It had improved psychological health.

The Main Messages of collaborative learning communities:

- Collaborative learning perceives that people are on a very basic level social creatures and that both inspiration and learning are typically firmly connected to social impacts.
- Most of the exercises and the learning attempted in schools are singular encounters, even where understudies are sitting together two by two or in gatherings.

- Genuinely cooperative learning requires a central move in demeanor and an adjustment in part for the two instructors and understudies. It requires the two gatherings to learn new abilities
- Putting understudies two by two or gatherings and instructing them to cooperate doesn't in itself bring about participation.
- Structuring exercises so understudies really team up requires a comprehension of the systems and strategies that make agreeable work successful.
- This includes taking existing exercises, educational programs and courses and rebuilding them. It implies planning collective exercises so they address the issues of the educational program, the subject, the understudies and the time accessible. It implies diagnosing issues a few understudies may have in cooperating and mediating where important to build the viability of gatherings.
- Collaborative learning is certainly not a delicate alternative. It is requesting for the two instructors and understudies and expects educators to be less controlling and understudies to be self-ruling students who assume greater liability for their learning.
- Research shows that collective learning can receive incredible benefits, both scholastically and in youngsters' capacity to work successfully on the planet past school.

The Implication for Learners through collaborative learning communities

In collaborative learning environments students:

- ❖ frequently work as a team
- ❖ actively solve meaningful problems
- ❖ publicly exhibit their learning
- ❖ reflect on what they are learning and doing
- ❖ apply quality criteria to their work
- ❖ take responsibility for and ownership of their learning

Collective learning places various requests on understudies. It requires the gathering or class to turn into a network of students that assumes greater liability for their learning, inspiration and behaviour. There is huge proof to recommend that where cooperative learning is progressed admirably, understudies become self-persuaded and substantially less dependent on the educator. They have more noteworthy independence for their own learning and furthermore see how to be cooperative people. To do this they have to build up a scope of new aptitudes, which require a great deal of framework and backing in the first place.

STUDENTS NEED TO BE TAUGHT NEW SKILLS

The social abilities for successful community working must be instructed to understudies, similarly as expertly and unequivocally as scholarly aptitudes. These abilities incorporate initiative, dynamic, correspondence, building trust, and peace making. Moving from a study hall culture where the understudies are absolutely subject to the instructor and work exclusively to one where there is an accentuation on cooperation includes what Johnson and Johnson call 'taught exertion'. They call attention to that it can take a long time for certain study halls to hit the nail on the head. It can require a key change in intuition, conduct and convictions. Nobody is proposing that all learning ought to be community. There is as yet a spot for exercises where the educator clarifies and mentors and where understudies take part in free learning exercises. Johnson and Johnson recommend that if educators will set up truly helpful learning, they have to utilize it for 60-80% of the time in their homerooms.

TEACHERS MUST FOSTER POSITIVE INTERDEPENDENCE

The changing role of the teacher requires them to use new techniques, skills and strategies. It involves:

- doing more planning and design work in advance
- forming different kinds of groups for different purposes
- using different methods to compose and recompose groups

- working out ground rules with students to help them move from debate and discussion to dialogue
- training peers to teach peers
- using a range of techniques such as jigsaws and carousels to promote collaborative working
- taking time to give more feedback on the process of learning as well as the product of learning and on how well students work together.

SCHOOLS MUST BECOME LEARNING COMMUNITIES

The possibility of homerooms as learning networks contradicts some common norms of how most study halls and schools really work. To urge and backing instructors to work all the more cooperatively with understudies, they have to encounter what it resembles to work in a shared network themselves. In the event that educators are relied upon to control less, so should school and training authority the executives. Many head instructors definitely realize that top-down administration doesn't enable educators to make energetic and creative learning conditions. Numerous schools in the UK are presently utilizing collective learning techniques to run staff improvement gatherings and furthermore to assist instructors with getting more associated with the choices about the school. At the point when governments are too prescriptive about homeroom rehearse and request an excessive amount of substance to be secured, they lessen educators' confidence as well as they make it more hard for them to run their study halls in a manner that advances joint effort. Likewise, when instructors are considered responsible for understudies' presentation in public assessments that don't quantify their capacity to cooperate, they become all the more controlling and educate to the test.

CONCLUSION

Synergistic learning is one of the most boundless and productive zones of hypothesis, exploration, and practice in training. Audits of the exploration, nonetheless, have zeroed in either on the whole writing which incorporates research directed in non-educational settings or have included just an incomplete arrangement of studies that might possibly truly speak to the entire writing. There has never been a thorough survey of the examination on the viability in expanding accomplishment of the techniques for collective learning utilized in schools. A broad inquiry discovered 164 examinations exploring eight helpful learning techniques. The investigations yielded 194 autonomous impact sizes speaking to scholarly accomplishment. Each of the eight helpful learning techniques had a critical positive effect on understudy accomplishment.

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