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Methods using for students' cooperation

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Cooperative Learning

- positive attitude
- collaboration as a major part of my English classrooms
- individual approach for choosing the method - students' skills or abilities relevant to group tasks
- clear directions to maximize students' interaction and learning
- student work role - to avoid such as dominance by a single student or conflict avoidance, it can be useful to assign different roles to group members.

“Six Thinking Hats”

- The Six Thinking Hats activity was developed by Dr. Edward deBono, a Nobel prize nominee in Economics.



Blue Hat - Process

What conclusions or summaries can we make in moving forward on the issue or problem?



Yellow Hat - Benefits

What are the positive aspects of the current situation, issue or problem?



Green Hat - Creativity

What is the current information on issue or problem?



Black Hat - Cautions

What are the negative aspects of the current situation, issue or problem?



Red Hat - Feelings

How does everyone feel about the current situation, issue or problem?

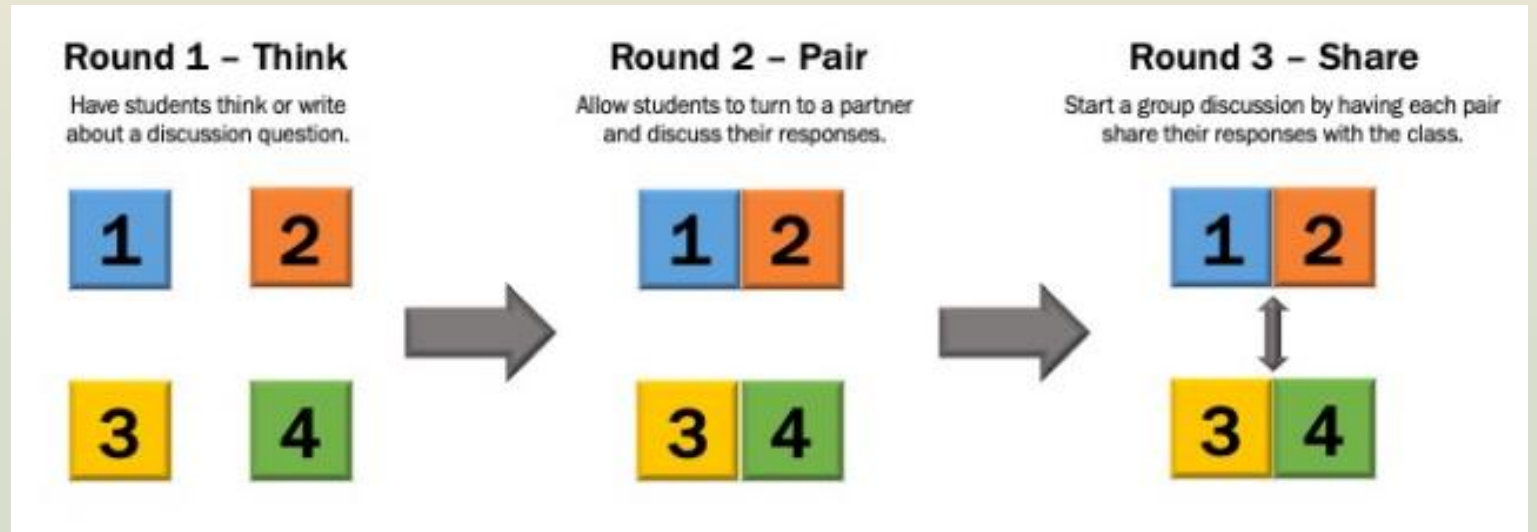


White Hat - Facts

What is the current information on the issue or problem?

THINK - PAIR – SHARE

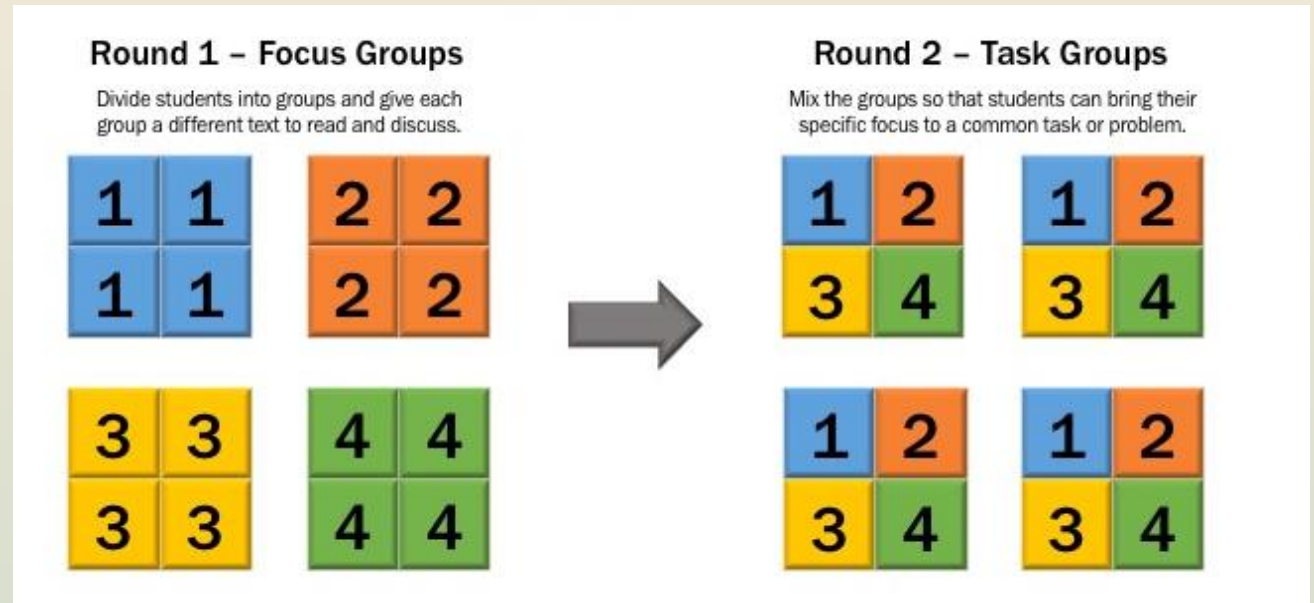
- ❑ personal responses- students think about their answer
- ❑ discuss in pairs
- ❑ follows the discussion in groups
- ❑ turns into a large class discussion with conclusions and feedback





Expert teams

- ❑ work on new material / grammar / vocabulary / part of the text
- ❑ the class then rearranges, forming new groups that have one member from each expert team.
- ❑ the members of the new team then take turns teaching each other the material on which they are experts.



Board games for the grammar practice



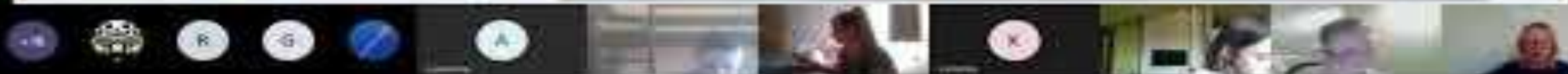


Online Collaboration in Padlet

- The teacher gives a general overview of the topic
- Divide students into groups (separate rooms in the Team)
- Each group has complete information about its subtopic
- Students read, analyze information in the book
- Students write information, upload an appropriate picture about the subtopic in the prepared Padlet wall
- Participants of each group explain their subtopic to classmates

Cēlnes Romā 6. d.
 (Latvian text)

Terminas/termini	Akvedukts/aqueduct	Triumfa arka/arch of triumph	Panteons/pantheon
<p> ir veidoti ar mūrīgu pamatu (mūrīgu pamatu, kas ir grūti izveidot, pamatā ir mūrīgu, bet ir mūrīgu pamatu - kas ir mūrīgu pamatu. Pirmas pamatā ir mūrīgu pamatu. Mūrīgu pamatu ir veidoti ar mūrīgu pamatu. Mūrīgu pamatu ir veidoti ar mūrīgu pamatu. Mūrīgu pamatu ir veidoti ar mūrīgu pamatu. Mūrīgu pamatu ir veidoti ar mūrīgu pamatu. Mūrīgu pamatu ir veidoti ar mūrīgu pamatu. </p>	<p> ir veidoti ar mūrīgu pamatu (mūrīgu pamatu, kas ir grūti izveidot, pamatā ir mūrīgu, bet ir mūrīgu pamatu - kas ir mūrīgu pamatu. Pirmas pamatā ir mūrīgu pamatu. Mūrīgu pamatu ir veidoti ar mūrīgu pamatu. Mūrīgu pamatu ir veidoti ar mūrīgu pamatu. </p> 	<p> ir veidoti ar mūrīgu pamatu (mūrīgu pamatu, kas ir grūti izveidot, pamatā ir mūrīgu, bet ir mūrīgu pamatu - kas ir mūrīgu pamatu. Pirmas pamatā ir mūrīgu pamatu. Mūrīgu pamatu ir veidoti ar mūrīgu pamatu. Mūrīgu pamatu ir veidoti ar mūrīgu pamatu. </p> 	<p> ir veidoti ar mūrīgu pamatu (mūrīgu pamatu, kas ir grūti izveidot, pamatā ir mūrīgu, bet ir mūrīgu pamatu - kas ir mūrīgu pamatu. Pirmas pamatā ir mūrīgu pamatu. Mūrīgu pamatu ir veidoti ar mūrīgu pamatu. Mūrīgu pamatu ir veidoti ar mūrīgu pamatu. </p>



Collaboration online Google sheets

- Students work in groups of five
- Search for information about subtopic online
- Each group write information on one page
- Each group paste pictures according to the subtopic
- Group present their subtopic to classmates
- Everyone has got general information about the whole topic online
- Link to document is posted in students' diary.

Colaboration using Kahoot

- Students work in pairs.
- Reading and analyzing a new topic from the book.
- Create a questions about topic also adding pictures of places, architecture, art, important persons etc.
- Using kahoot.com platform create a learning game.
- Play with classmates the created game and compare self learning knowledge about the topic.
- Students evaluate others created work and test self acquired knowledge.

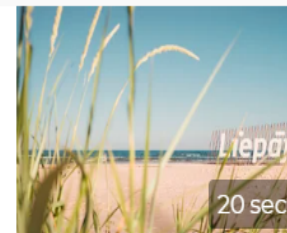


Questions (19)

[Show answers](#)

1 - Quiz

Kad Liepājai tika piešķirtas pilsētas tituls?



20 sec

2 - Quiz

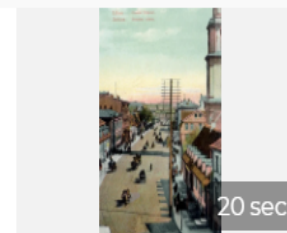
Kāds bija Liepājas sākotnējais nosaukums?



20 sec

3 - Quiz

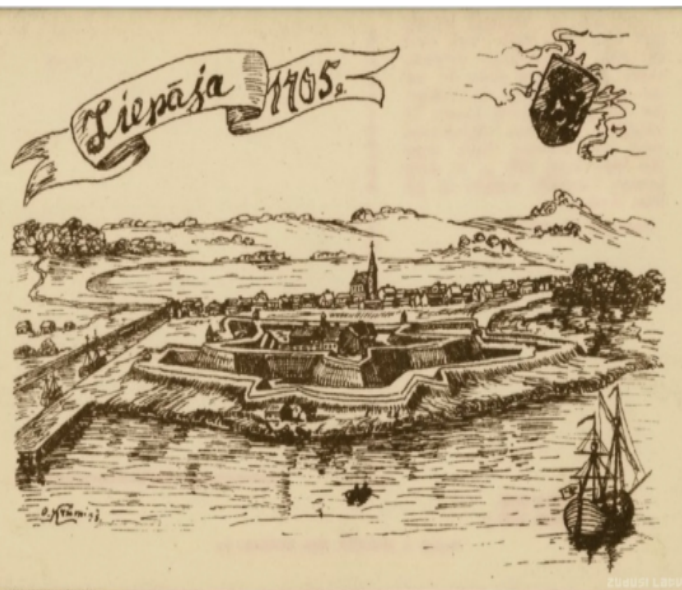
Kā sauc šo ielu?



20 sec

4 - Quiz

Kā mūsdienās sauc šo balto ēku?



Pazīsti Liepāju!

1 favorite

35 plays

279 players

Play

Edit



A public kahoot

Pārbaudi sevi, cik labi pazīsti Liepāju!

Bus stop method

- The teacher gives an overview of the lesson.
- The class is divided into groups of 4 students.
- Each group moves clockwise and do tasks in each stop.
- Each group works independent with materials and tasks.
- Students are given the opportunity to evaluate their work (to reflect).

