

# **Cooperative learning for multidimensional and multicultural citizenship**

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*Cogan et al (2000) state that the idea of 'Multi-dimensional citizenship' centres on joint social and public action demonstrating that "citizens must be able to work and interact with other people in a variety of settings and contexts...as well as ...deal respectfully with people whose ideas and values differ from their own" (Cogan, Grossman, & Mei-Hui-Lui, 2000, p.51). It is important for children to work together in cooperation and be able to share viewpoints as well as learn to deal with others ideas respectfully. Cooperative learning additionally helps students to develop ideas and practices about the need to be critical and reflective about the multiplicity of viewpoints in their nation and throughout the world. It is important that teachers should "help students become thoughtful, caring, and reflective citizens in a multicultural world society" (Banks, 2001, p.5). Similarly Banks' (2001) concept of 'multicultural citizenship' also helps to demonstrate the importance of developing cooperation in classrooms, as students who are able to respect others viewpoints and reflect on the variety of views in their classrooms are more likely to become multicultural 'citizens'.*

*The explicit teaching of cooperative skills should become an integral part of teachers' pedagogy and the workshop that will follow this paper will explore the types of cooperative activities that can encourage our students to become multi-dimensional and multicultural citizens, as well as encourage our students to have a 'communicative capacity' and take 'communicative action' (Habermas 1984; 1987, as cited in Lovat and Toomey, 2007). This research paper analyses the responses of six teachers during initial semi-structured interviews, embarking on a journey of implementing cooperative learning practices into their classrooms.*

## **Introduction: Context**

This paper explores the interview responses of six early career teachers who are part of a wider study exploring how professional development in cooperative learning and action research can assist beginning teachers to improve their use/ practice of cooperative learning

and the resultant impact on pedagogy. One facet of the study included a semi-structured interview at the pre-intervention stage of the study and was conducted with each teacher participant in order to determine early career teachers' initial understandings of cooperative learning and its relationship to pedagogy. The research associated with collaboration and cooperative learning emphasises the importance of student relationships in student learning. It is important that we remember that,

“Classrooms are not socially neutral places. Nonetheless, many teachers ignore the social dimensions of classroom teaching and concentrate exclusively on study tasks. Whatever the teachers' choice of instructional method, it will exert its effects on student relationships. In turn, these relationships will exert their critical influences on students' attitudes toward school and on the way they process learning” (Sharan & Sharan, 1992, p.149).

The social dimension of teaching is crucial with positive interpersonal relationships between teachers and students, as well as students and students, being significant in student learning. If the instructional methods, or pedagogical strategies, that teachers choose model the importance of collaboration, this will influence the students in these classrooms and the way they process learning. Collaboration is the key to developing such relationships and therefore the child's individual capacities. The trusting relationships that are built from collaboration are crucial in the development of both the children's emotional as well as academic development, as in a climate which is built upon supportive trust, student learning can thrive (Lovat & Toomey, 2007).

The development of civics education in Australia has led to the recent development of National Statements of Learning for Civics and Citizenship, (Curriculum Corporation, 2006) with the importance of cooperation being stressed in these statements. References in these statements to making decisions in groups to achieve common goals, discussing values that can help people resolve differences, and achieving consensus between diverse views are all areas that are developed when teaching students how to work collaboratively in the classroom. When children work together in cooperation they share viewpoints and learn to deal with others ideas respectfully. Multidimensional citizenship can be developed with the use of cooperative learning. Cooperative multidimensional citizens can take “responsibility for roles and duties within society, respecting and defending human rights, resolving conflict in a non-violent manner” (Cogan & Morris, 2001, p.51).

### ***Why collaboration / cooperation?***

Theories of learning (Piaget, 1959; Vygotsky, 1978) have shown clearly that “children learn through, among other things, collaboration and togetherness” (Williams & Sheridan, 2006, p.

84). Additionally, the National Goals for Schooling (MCEETYA, 1999) suggest that students should develop strengths and expertise in collaboration by the time they leave school. The Adelaide Declaration on National Goals for Schooling for the Twenty-First Century (MCEETYA, 1999) states, "schooling should develop fully the talents and capacities of all students. In particular when students leave schools they should: have the capacity for, and skills to collaborate with others (1.1)." The research behind this declaration includes the need for collaboration and the importance of a 'communicative capacity' (Lovat, 2005). This communicative capacity allows students to develop the kinds of trusting relationships that allow them to explore the multitude of viewpoints in their classrooms and come to see their own "life-world as just one that needs to function in a myriad of life-worlds" (Lovat & Toomey, 2007). Collaboration is cited as an essential aspect of pedagogical quality in recent research (Williams & Sheridan, 2006) suggesting the need for teachers to ensure there are numerous collaborative learning experiences planned for their students.

Cooperative learning is a subset of collaborative learning. In cooperative learning specific skills of collaboration are taught. Cooperative learning is more appropriate for young children as they require careful and explicit teaching of social skills (Bruffee, 1984, 1995). Teachers carefully scaffold the teaching / learning experience by teaching social skills, assigning roles, and sub-tasks when using cooperative learning. Cooperative learning is a structured style of learning which involves heterogeneous groups participating face to face in clearly structured tasks with a common goal, ensuring all students participate through careful allocation of roles or sub-tasks, to ensure positive interdependence and individual accountability (Gillies & Boyle, 2006; Johnson & Johnson, 1994; Slavin, 1987). Additionally it requires time for reflection based on both task outcomes and social skills. Cooperative Learning has strong research evidence suggesting it as an effective strategy in maximising learning outcomes of all students (Gillies, 2003; Johnson & Johnson, 1994; Johnson, Johnson, & Smith, 2000; Slavin, 1995, 1996) as well as social skills development (Johnson, Johnson, & Holubec, 1990; Slavin, 1995, 1996; Stevens & Slavin, 1995).

"When children work cooperatively together, they learn to give and receive help, share their ideas and listen to other students' perspectives, seek new ways of clarifying differences, resolving problems, and constructing new understandings and knowledge. The result is that students attain higher academic outcomes and are more motivated to achieve than they would be if they worked alone" (Gillies, 2003, p.35).

A key factor in its success is that children's development is enhanced by participating in activities that are slightly above their level of competence with mastery occurring as a result of help from others; the idea of a zone of proximal development (Vygotsky, 1986, as cited in

Williams & Sheridan, 2006) which is enhanced as students are given opportunities to teach each other and practise in a social context. The concept of “zone of proximal development” which is explained as “the distance between a child’s actual level of development as assessed when working individually on a task and the child’s potential level of development as assessed when working in collaboration” (Vygotsky, 1978, cited in Daiute & Dalton, 1992, p.8). Interactions among students are crucial to cooperative learning and it is the interactions that occur in the groups that help to facilitate the learning (Gillies, 2002) with positive relationships occurring as students help each other and enhance thinking. Students are more likely to demonstrate the ability to provide explanations and instructions and develop implicit understanding of the needs of other group members in cooperative groups.

Despite the research as to its success, cooperative learning is underutilised in schools (Muijs & Reynolds, 2005). Teacher selection of instructional strategies which do not require students to be grouped can be explained by the “increased pressure to meet academic standards using individualized tests” (Kohn, 2001 Darling-Hammond, Aness, & Fauk, 1995 as cited in Lopata, Miller, & Miller, 2003, p.237) causing teachers to refrain from selecting cooperative learning lessons, instead focussing on individual tasks. Additionally it appears that few teachers use this technique in a structured form with many failing to use cooperative learning according to preset structured models designed by, for example, Johnson and Johnson (1984), Slavin (1985), Aronson, Blaney, Stephen, Sikes, & Snapp (1978), whose key elements ensure that it is cooperative learning that is occurring and not just group work (Lopata et al., 2003). As a result modifications to cooperative learning have arisen and have led to the absence of some of the key elements of cooperative learning, such as individual accountability, positive interdependence, face to face interaction and group processing needed to ensure cooperative learning is successful. These modifications, and missing key elements, have reduced its effectiveness in schools (Lopata et al., 2003).

The cooperative learning model used in this research project includes the essential elements of cooperative learning based most directly on Johnson & Johnson (1994) ‘Learning Together’ model and has been developed with other elements as suggested by other recent researchers (Gillies & Boyle, 2005; Veenman, Kenter, & Post, 2000). The lesson must be structured and planned to ensure successful cooperation.

One of the key elements the lesson should consider is the importance of the **quality of instruction** (Slavin, 1997) (quality of the pedagogy) in cooperative learning. Slavin’s more recent 1997 model, the ‘QAIT model’, considers that it is the **quality** of instruction, **appropriateness**, **incentives** and **time to learn** that are important (Slavin, 1997). It is this new development in determining that the quality of the pedagogy is important that has particular interest for this study.

Other key elements include the need for **high social support** being necessary during all phases of the lesson. **Face to face interaction** is required in a cooperative task with students working together as a group, talking and sharing as a team. **Positive interdependence** occurs when teachers ensure that they carefully set up cooperative goal structures as group success is more likely when individual goals are met. Positive interdependence helps students to develop a sense of 'group' as they "recognise the need to support each others learning" (Gillies & Boyle, 2006, p. 430). It is this linking of students interdependently, where students must work together to solve a problem, contribute to discussions, share resources and promote each others learning. **Individual accountability** with each student responsible for learning all parts of the material / task, or completing and sharing their own part of a task, or having a specific role to fulfil within the task is another essential element of cooperative learning. And finally appropriate use of **small group skills** and **reflective thinking** about group functioning, with learners being encouraged to analyse and reflect on how well their group has functioned at the end of sessions is needed for successful cooperative learning. The debriefing, or reflective stage of the lesson should include briefing and debriefing to enhance reflection and further develop social skills (Blatchford, Kutnick, Baines, & Galton, 2003).

Students in a cooperative learning situation have a strong interest in each others' learning as well as their own. Coke (2005) states that it is the group goal, achieved from positive interdependence, which requires "distributed cognition", with the strengths of one student complementing the needs of another, "and where each increases her knowledge base...as they work together to construct new knowledge" (Coke, p.395) that ensures a successful cooperative learning task with high achievement of all students. It is therefore important to ensure cooperative learning tasks are designed carefully by the teacher so that the joint goal and the individual components of the task require each student to bring different strengths to the partnership so that the learning outcomes are strengthened and learning maximised. It is this explicit structuring, which includes necessity for individual contributions and group interdependencies, that confirms the "educational effectiveness of cooperative group work as a pedagogic practice" (Blatchford & Kutnick, 2003, p.4).

### ***Cooperative learning, multidimensional citizenship and a communicative capacity in the classroom***

The links between cooperative learning and multidimensional citizenship can be explored by developing in students 'a communicative capacity'. 'A communicative capacity' is explained by Lovat and Toomey (2007) as "challenging students to see that whatever beliefs and values they brought with them are but one set, one life-world...and that they should "consider the life worlds of others" (p.9). This is the essence of Habermas' (1984;1987) definition of 'a communicative capacity'. This definition considers how self reflection of one's own life world enables a knowing and understanding of this as being only a part of many life worlds (Lovat &

Toomey, 2007). Cooperative learning enables a 'communicative capacity' to be developed with students developing an understanding of many others beliefs and values and through this exploration being able to consider others viewpoints and values. Authentic learning experiences should be designed by teachers, which allow students to explore these many values. Cogan and Morris describe such important values in their 2001 study as:

- “Democratic values (e.g., equity, majority rules, rule of law, freedoms).
- Civic life and community values (e.g., individual rights, local needs, common good).
- Social cohesion/diversity (e.g., tolerance, social justice, acceptance, common good).
- Family values (e.g., respect, support, protection, moral behavior, togetherness).
- Self-cultivation (e.g., truth, law-abiding, honesty, civility, helping others).”(Cogan & Morris, 2001, p.7).

An exploration of such values enables students to move towards “tolerance and understanding and social justice” and this will allow them to take *communicative action* with the learner able to take on a personal responsibility and commitment which leads to practical action that makes a difference (Lovat & Toomey, 2007).

In a cooperative learning environment, which promotes *equity* and *common good*, teachers develop the skills of conflict resolution *where majority rules, acceptance* and *respect* are taught. Advanced group work skills such as, respecting other people’s ideas and opinions, negotiating, mediating when others can’t agree and suggesting and persuading instead of bossing also help to develop understandings of social justice and *togetherness*. The cooperative learning environment also encourages *truth, honesty* and understanding about *helping others*. The Commonwealth commissioned, and Ministerial Council on Education, Employment, Training and Youth Affairs (*MEETYA*) supported Education Study, which identified some key principles for values education, can additionally “help students exercise ethical judgement and social responsibility” (Curriculum Corporation, 2003, p.10). The National Framework’s values included nine values for Australian schooling. These values also reflect the need for strong personal relationships whereby students can exhibit an understanding of respect, responsibility, tolerance and an understanding of pursuing and protecting the common good.

### ***Initial understandings of cooperative learning***

The six teachers selected for this project all work in the Catholic and Independent school systems in the primary school sector. They are all in their first, second or third year of teaching. Their classes range from year one to year six (students aged from 6-12). This paper explores the interview responses conducted at the beginning of the study, of these early career teachers, in order to analyse their initial understandings of cooperative learning

and its relationship to good pedagogy. The same semi-structured interview schedule conducted at one of the initial meetings is also to be conducted at the end of the data collection period in the project, in order to compare responses pre and post intervention. The interview responses were categorised according to teacher reporting of frequency of use, understanding about good teaching and cooperative learning, teacher perceived advantages and disadvantages when using cooperative learning and teacher perceived advantages and disadvantages for their learners. They were then analysed in order to determine how teachers view the importance of multidimensional and multicultural citizenship. An analysis was undertaken of how these teachers recognised the importance of encouraging their students to respect others viewpoints, become thoughtful, caring and reflective citizens and resolve conflict in a non-violent way and develop this communicative capacity.

## **Findings**

### **Respect and risk taking**

An initial teacher response demonstrated an understanding that trusting relationships are crucial in their classrooms if they are going to develop students who can, “*deal respectfully with people whose ideas and values differ from their own*” (Cogan et al., 2000, p.51) They claim that in their classroom it will be possible to see,

*“...children concentrating, but you’ll also see **them smiling**, you’ll also see a little bit of restlessness because that’s ok I don’t want a rigid classroom. You’ll be hearing people make mistakes, you’ll be hearing the positive feedback after that mistake I hope, yeah just seeing an overall view of the **students intermingling** with each other and **feeling comfortable** with each other...yeah just **hearing discussions** amongst the students and **conversations**, yeah and hopefully no putdowns” (Jill)*

This teacher acknowledged that students’ needs are important and social support was necessary to encourage students to be able to risk take. If such cooperative team skills (social skills) are taught there is more likely to be increased group solidarity. In such an environment, the value of all students’ contributions leads to a classroom environment with strong mutual respect. Trusting relationships are seen as crucial in such quality learning environments (Lovat & Toomey, 2007).

One respondent claimed that the thinking involved in a good cooperative task, helps her students to be such risk takers as they engage in the kind of tasks requiring higher order critical analysis needed to become such multidimensional citizens,

*"I am really happy with the way their thought process has changed and how open they are now to accepting a mistake and going out there and saying something, knowing that, thinking to themselves 'oh this may not be right, I may be way off track here but I'm going to actually have a go' and that's the part, that's really struck home..."(Jill)*

This teacher demonstrated an understanding of the importance of the QT element of *high expectations* where students are encouraged to take risks as they engage in challenging tasks (NSW Department of Education and Training, 2003). The multidimensional citizen needs to be able "to work and interact with other people in a variety of settings and contexts...as well as ...deal respectfully with people whose ideas and values differ from their own" (Cogan et al., 2000, p.51).

### **Open discussion and forming argument**

One of the respondents recognised that by using cooperative learning they were more able to complete open ended tasks, which in turn promoted open discussion,

*"doing PMI's and discussions, **open discussion**, to come out with all these different ideas, and that's what I think's great about collaborative learning (Jill)."*

They recognised that the cooperative learning tasks that they plan are more exciting, with teachers able to plan for the more,

*"interesting stuff...which they... like to palm off to the groups and **see what they can come up with** (Bill)."*

This demonstrated an understanding of the importance of enabling *student direction* (NSW Department of Education and Training, 2003). *Student direction*, is an element of the NSW Quality Teaching model, and is explained as when teachers allowed students in their classes to determine significant aspects of the task (NSW Department of Education and Training, 2003). Jill recognised that her students are able to develop *student direction*, as she explains:

*"with three or four ideas, you've got **four minds** here that'll come up with four each and there's a lot of **brainstorming** going on" (Jill).*

This also recognised that Intellectual Quality can be encouraged by designing open ended tasks which encourage *higher order thinking* (NSW Department of Education and Training, 2003). As Saronson says "The overarching goal of a teacher is to light intellectual fires, to make the world of learning and ideas interesting and self-propelling; that is, to engender in students the desire to know more (Saronson, 1993, p.52). The world of learning should be interesting where higher order thinking is encouraged and open ended tasks encourage the

When designing open ended cooperative learning tasks, teachers are more able to be focussed toward designing tasks which require students to discuss values, be able to resolve differences, and achieve consensus. By using these strategies, teachers can encourage their students to form intellectual and persuasive arguments, and engage in critical analysis, as well as be more able to see others' perspectives and develop thoughtful and reasoned judgements. By using such strategies, intellectual fires can be lit with student direction encouraging the desire to know more.

The fact that one teacher recognised that "there's a lot of the higher order skills like analysing things or creating things that lends itself more to group work" (Jill) demonstrates the point that teachers are more likely to plan such tasks which require analysis, creativity and evaluation. Students who engage in such cooperative tasks are required to share their viewpoints, reflect on a variety of viewpoints and develop reasoned viewpoints.

### **Appreciation and tolerance**

Another teacher respondent recognised how cooperative learning enables her students to appreciate and accept others;

*"It [cooperative learning] can definitely benefit because you're, if you're working with a group and you sort of, it helps you appreciate and be exposed to different, you know, cultures, religion, societies and yeah it's like that peer thing, oh you know, I don't do that, such and such does. So it's sort of like a, yeah acceptance at a young age, other religions, cultures and you know, why people do it a certain way. So that's where I think cooperative learning would definitely help which is sort of assists in becoming more tolerant" (Elizabeth).*

This acceptance and tolerance developed by working in cooperative groups helps students build these trusting relationships that allow them to explore the multitude of viewpoints in their classrooms, and helps them come to see their own "life-world as just one that needs to function in a myriad of life-worlds" (Lovat & Toomey, 2007). This teacher recognizes that it is important for her students to "deal respectfully with people whose ideas and values differ from their own" (Cogan et al., 2000, p.51).

It's interesting too that this same respondent is coming to grips with the implications of understanding that cooperative learning develops students who talk together and compare viewpoints on issues. She is still concerned that students have a 'live and let live' attitude. She didn't feel critical analysis and reflection about different viewpoints should change their own viewpoints. She states;

*"if you sort of set your students up, ok you're not going to have the same opinion as everyone else, but that's the idea, is that you accept other people's opinions and you have your own opinion and no one's trying to change sort of" (Elizabeth).*

## **Thinking and challenging**

*"I guess to me good teaching is challenging students and pushing them out of their comfort zone and making them think about something" (Suzy)*

Obviously this respondent recognises the importance of thinking and designing challenging tasks that require students to move out of their comfort zone by experiencing others viewpoints. Linking this to a view of multidimensional citizenship, there is a need to experience a variety of views, whilst examining and sometimes challenging their preconceived values, as they work with others in collaboration. In this capacity they learn valuable lifelong skills, such as, "they learn to give and receive help, share their ideas and listen to other students' perspectives, seek new ways of clarifying differences, resolving problems, and constructing new understandings and knowledge" (Gillies, 2003, p.35).

Polly recognised her own role in developing good cooperative tasks with intellectual quality as she realised the importance of a resource rich environment to enable the development of thinking and problem solving skills.

*"Good teaching is giving...yeah, its quality learning and an environment that's rich in resources and I suppose things to pull from" (Polly).*

## **Mutual respect and valuing of students**

Some of the teachers acknowledged that students' needs are important and social support is necessary to encourage students that are able to risk take. If such cooperative team skills (social skills) are taught there is more likely to be increased group solidarity. In such an environment, the value of all students' contributions leads to a classroom environment with strong mutual respect. This teacher advocates the importance of strong positive reinforcement to develop such an environment,

*"Good teaching is good management, good positive reinforcement, good content knowledge and being prepared and being the actor, like always draw your kids in" (Elizabeth).*

Care and the modelling of lifelong learning and a love of learning are important for this teacher that wants to develop this strong mutual respect,

*"Good teaching is knowing your student, knowing your student, caring, I think is, caring about your student, caring about the words that come out of your mouth, continually learning to grow and learn yourself, forever researching yourself, never, just lead by example. Show the children that you are continually wanting to learn yourself, do it in front of the children" (Jill).*

Suzy stresses the importance of catering for all learning styles valuing the contribution of all her students,

*“thinking about the questions and writing the detailed answers and what not, so doing things in a variety of ways to cater for that so that all students sort of feel motivated by at least something in the lesson” (Suzy).*

### **Interdependence of students – valuing all**

Teachers can help students to develop a sense of their “responsibility for roles and duties within society,” (Cogan & Morris, 2001, p.51) by encouraging such responsibility within the classroom. If students understand their individual accountability, that is that each student is responsible for learning all parts of the material / task, or needs to have completed and shared their own part of a task, or fulfilled a specific role within the task, then that shared learning responsibility helps complete the task,

*“I’ve told them that they have to help each other because the outcome, whatever I give you depends on all of you, one child can’t just do it” (Polly).*

*“Cooperative learning, it has to have, and I do remember something about it has to have everybody contributing the same, where group work necessarily does not have to...”(Polly).*

This teacher demonstrates that multidimensional citizens need to have this sense of responsibility. They need to develop an understanding of Cogan and Morris’ ‘Civic life and community values’ (2001).

### **Heterogeneous groupings – recognising all students strengths**

One of the benefits of cooperative learning, and one of the key elements of the model as developed by Johnson and Johnson (1994) and Slavin (1987), is the use of heterogeneous grouping structures. Students need to recognise that all students in the class have strengths and that the strengths of one student should be able to complement the needs of another. By working in heterogeneous grouping structures, the use of cooperative learning assists students to recognise these strengths and needs, and helps them learn to work with all students in the classroom. Although Bill has formally stated that he does not like to group certain students together due to classroom management issues, he later recognised the importance of all students working together,

*“That’s what I’m trying to push so the whole getting along, and we do a ‘you can do it’ program here which is all about resiliency and part of that is **learning to get along with other***

**people and learning to accept you can't always get your own way.** *That's a big thing for kids at this age when you get to a group work situation."* (Bill)

He goes on to state the importance of this acceptance of working with all students in the classroom,

**"If they know now I'm not always going to get my own way and I've got to learn to work with people that I may not necessarily be friends with, it's going to help"**(Bill)

Appreciation and acceptance is another advantage that Bill recognised can result in students working in a cooperative group. Students who work in such cooperative tasks should be able "to work and interact with other people in a variety of settings and contexts...as well as ...deal respectfully with people whose ideas and values differ from their own" (Cogan et al., 2000, p.51).

## **Conclusion**

Some of the strategies that the teachers were taught during the project are listed in **appendix 1**. These strategies are used to ensure that their students become such citizens that *"must be able to work and interact with other people in a variety of settings and contexts...as well as ...deal respectfully with people whose ideas and values differ from their own"* (Cogan et al., 2000, p.51). Such students need to recognise that they are both positively interdependent and individually accountable to other students. By ensuring inclusion of these two key elements of cooperative learning, these cooperative activities are more likely to be successful with students being taught how to be effective student citizens, able to later take on "responsibility for roles and duties within society" as well as have an understanding of "respecting and defending human rights." If these basic human rights have been discussed and modelled in a classroom developed on mutual respect, surely students will be more able to resolve "conflict in a non-violent manner" (Cogan et al., 2000, p.51).

The strategies in appendix 1 help to promote understanding about positive interdependence and individual accountability as they learn to recognise each students strengths and value all members of the class when working in collaboration. When working in cooperation teachers can then help to develop understandings about democratic; civic life, community and family values; social cohesion/diversity as well as self-cultivation (Cogan & Morris, 2001). These cooperative strategies allow the students to "step out of the shadow of one's upbringing and cultural heritage, to challenge...one's own deep seated comfort zone of beliefs and behaviours...and in doing so...consider the life-worlds of others" (Lovat & Toomey, 2007, p.9). After considering such a variety of life worlds, these multidimensional and multicultural citizens are more likely to take action and a stand for justice as well as *"become thoughtful, caring, and reflective citizens"* (Banks, 2001, p.5).

Appendix 1

<b>Cooperative strategy</b>	<b>Explanation</b>
Think, write, pair, compare (Jolliffe, 2007, appendix 3)	Students write their thoughts before sharing with a partner. This ensures individual accountability as each organises their thoughts prior to sharing.
Two stay and two stray (Jolliffe, 2007, appendix 3)	After working on a question / topic two students move to a different team to share ideas, and then move back to their original team to compare, consolidate ideas.
Doughnut (Jolliffe, 2007, appendix 3)	Students stand in two circles, facing each other. They share information and then at a given signal move a number of spaces and share what they have heard.
Diamond ranking (Jolliffe, 2007, appendix 3)	Teams are given nine statement cards and have to make a decision on how to rank them in a diamond with the most important idea at the top.
Class values lines (Jolliffe, 2007, appendix 3)	An issue is stated and students decide on which point of the line they will stand representing what they think about the issue. They can pair up with the student next to them and state their position.
Talking tokens (Jolliffe, 2007, appendix 3)	One, or more, tokens can be given to each student and as they contribute an idea they put in one of their tokens. They can only talk until they have no more tokens.
Cooperative controversy (McGrath & Noble, 2005, p.129)- based on Johnson and Johnson	Each group of 4 divides into two pairs- pair A and pair B. Groups are given a position (like a debate topic) and each pair discusses in private the issue/statement. They establish two strong arguments in support of their proposition (pair A) and against (Pair B). Two pairs join and person 1 in pair A outlines their arguments in support, with person 4 in pair B summarising pair A's arguments and then outlines their arguments against the proposition. Pair A then returns to their working space to propose one more argument against the proposition that pair B did not think about and pair B proposes one more argument in support of the issue that pair B did not think of. The aim is to try to switch perspectives. All four negotiate one strongest argument four

	<p>and one against. Each team has one spokesperson and is allowed 45-60 seconds to report their final decision. The strongest arguments can be written up on a class display. Many topics are suitable for this strategy including contemporary news issues; legal age for driving, voting, alcohol lowered to 16; body piercing.</p>
<p>The ten thinking tracks (McGrath &amp; Noble, 2005, p.198 and p.245)</p>	<p>Use the ten thinking tracks to systematically analyse and evaluate an idea. It is similar to using De Bono's Six Thinking Hats. Each has responsibility for two tracks – random selection from a hat would work to determine which student had each track. By taking responsibility for the track they should consider what kind of thinking should be used when considering the issue with this track, facilitate discussion, summarise ideas and write it down. The proforma for ten thinking tracks includes for example, "What is it?", "Knowledge", "Feelings", "Is it fair?", "We think".</p>
<p>Hot potato- cumulative brainstorm (Murdoch &amp; Wilson, 2004, p.37)</p>	<p>Divide the class into groups with each group given a key question or focus for a brainstorm. A timeframe is given to respond and they need to respond to the question on a large sheet of paper. They then move around to the next group, read through their work and then add to it. This is repeated until they get back to their sheet of paper where one member reports to the other groups.</p>
<p>Silent jigsaw (Murdoch &amp; Wilson, 2004, p.38)</p>	<p>Works well in pairs and threes. Use photos or pictures related to the topic. Cut each one into pieces and mix the two jigsaws (if in a pair) and divide the plie evenly. In silence try to recreate the two pictures and then discuss them in relation to the issue / topic.</p>

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