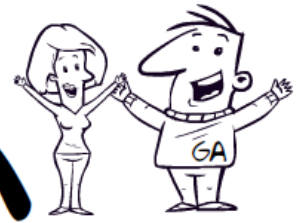


Collaboration



a 21st Century Learning Skill

The Skill of Collaboration Defined:

- Demonstrating the ability to work effectively with diverse teams
- Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assuming shared responsibility for collaborative work

Classroom Application: The following are practical ways that the 21st Century Learning Skill of Collaboration can be integrated into the content areas. These examples come from the P21 Content Area Curriculum maps. The full maps for each are available at www.p21.org. Over time, we will add more of our own activities and lesson as we develop them.

Collaboration in the Social Studies Classroom:

- **Student Learning Standard (Outcome):** Seek reasonable and ethical solutions to problems that arise when scientific advancement and social norms or values come into conflict.
- **Example - Team Analysis of the Impact of Innovation:** Working in teams of two to four, students explore the impacts and effects of an invention or technological innovation of the 19th century and create a position paper that analyzes the pros and cons of the invention (e.g., impact of the cotton gin on Southern plantations and slavery). Student then debate which innovations had the most significant impact on a given era citing evidence.

Collaboration in the Math Classroom:

- **Student Learning Standard (Outcome):** Students listen effectively to the reasoning of peers. They rephrase another student's explanation or engage in questioning in order to decipher a peer's solution to a mathematical problem.
- **Example - Graphical Analysis and Predictions with Limited and Comparative Data:** Students work in groups to create graphical representations of common, well-known functional relationships. For example, one group might examine the number of people standing in line at the post office at various hours of the day; another group might consider the amount of business at a local coffee shop at various hours; a third group might compare different school lunchroom menus with the number of students who bought lunch that day. In each group, students select a title for their graph and provide that title to the teacher only. The teacher compiles a list of titles. Students post each group's graph around the classroom, and then each student tries to figure out which title is associated with each graph. Once everyone has matched each graph with a title, students share their reasoning for each match. When varied opinions regarding titles come up, students discuss the qualitative aspects of the function that has been graphed. The discussion also provides avenues for students to question peers regarding their explanation and reasoning.

Collaboration in the English Classroom:

- **Student Learning Standard (Outcome):** Assume shared responsibility for collaborative work.



Our Journey to Understand 21st Century Learning Skills at Athena High School



- **Example - Create a Virtual Field Trip for Younger Students:** As a team, students create a virtual field trip for elementary students. In addition to creating a video and narration detailing the site, the team also includes background information from research as well as interviews with appropriate experts. Use a project management tool such as www.teamness.com to organize the tasks, assignments, and deadlines.

Collaboration in the Science Classroom:

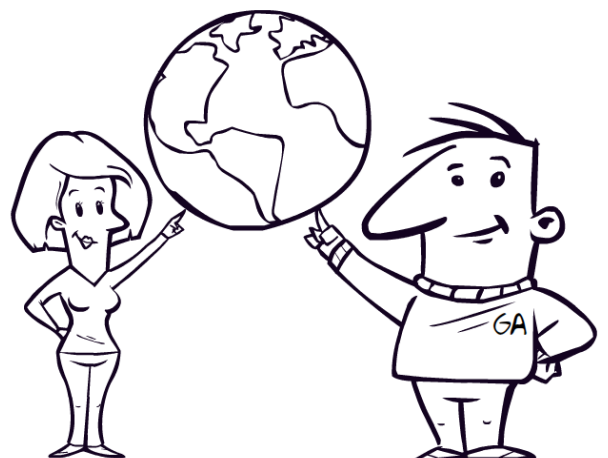
- **Student Learning Standard (Outcome):** Students work collaboratively with others, either virtually or face-to-face, while participating in scientific discussions and appropriately using claims, evidence, and reasoning.
- **Example - Investigative Team Presentations:** Working in collaboration with other classes in the school, students investigate water runoff on the school grounds and use GPS and GIS technologies to create relevant maps. Students are assigned specific interdependent roles based on their interests and talents including background research, data gathering, GPS and GIS use, creating graphics, and communicating findings. Students meet in their investigation teams, and also meet with students in other classes who share their role in the project (i.e., GPS operators from each class meet together to discuss their work).

Collaboration in the Arts or English Classroom:

- **Student Learning Standard (Outcome):** Students will work together effectively to share and accept responsibility, compromise respectfully to reconcile diverse ideas, and accomplish a common goal.
- **Example - Collaborative Development of One Act Plays:** Working together, students share the different responsibilities needed to produce a one-act play. They collaboratively assign specific roles as costumer, set designer, actor, etc., and in these roles, analyze a script and agree on an interpretation that will bring the play to life.

Collaboration in the World Language Classroom:

- **Student Learning Standard (Outcome):** Students as collaborators use their native and acquired languages to learn from and work cooperatively across cultures with global team members, sharing responsibility and making necessary compromises while working toward a common goal.
- **Example - Summer Abroad Analysis:** Students work in teams of classmates or team with another class in a target language country to research and analyze costs for a summer study abroad program in a variety of possible destinations in one or more target language countries. Students share responsibility for looking up certain information, exchange information, and complete a cost-benefit analysis to decide the best place to study based on the available budget.



Looking For More Examples? [Click here](#) for links to all the P21 curriculum maps for each content area. Each map has dozens of examples and tips to help us on this journey.