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## **COLLABORATIVE LEARNING IN TEACHING LEADERSHIP**

*This article deals with the collaborative learning in teaching leadership in higher education. The definition of leadership, focused on teaching in higher education and the importance of effective group work in teaching leadership has been analyzed. The advantages and disadvantages of the method of collaborative learning Think, Pair, Share have been described and defined. The positive interdependences of collaborative work have been identified. Practical recommendations for teachers to use collaborative learning in their teaching practice in order to improve the quality of higher education in Ukraine have been written.*

**Key words:** *leadership, teaching leadership, collaborative learning, group work, Think, Pair, Share method, higher education.*

**Introduction.** The world is changing, learning and leadership change with it. The character of student engagement is evolving and the needs and expectations of students, and those who support them, are moving fast. The character of leadership is similarly evolving the qualities of collaboration, boundary-spanning, relationship-building, emotional intelligence and facilitating engagement required of leaders at all organizational levels reflect today has empowered work environments [3, p.5].

Quality teaching leadership in higher education matters for student learning outcomes. Developing institutions in Ukraine as effective learning communities where excellent pedagogical practices are developed and shared requires leadership, collaboration and ways to address tensions between innovators and those reluctant to change. Especially at a time when Ukrainian higher education reforms their policies with the aim of integration to European Higher Education Area and European Research Area [8].

Looking to the future, the academic content and routine cognitive skills that are central in education systems today will not suffice in a world where students can access unlimited content on Google and job profiles are changing rapidly.

Nolonger is providing basic literacy skills for the majority of students and higher-order skills for a few an adequate goals. Technological, economic, and political trends have reduced the demand for routine cognitive skills and increased the demand for higher-order skills.

The Assessment and Teaching of 21st Century Skills Consortium (which includes Australia, Finland, Portugal, Singapore, the United Kingdom, and the United States) provides one wide spread definition of the newly skills [10]. This definition includes twenty-first century skills, knowledge, attitudes and one of them are communication and collaboration/teamwork. Therefore, collaborative learning in teaching leadership is highly important in higher education in Ukraine.

**Materials and methods.** Ukrainian scholars Svitlana Kalashnikova [5], Vasyl Kremen [6] and British scholars from Leadership Foundation have analyzed leadership and governance in higher education, leadership and university, quality education for Higher Education in UK [7]. Doug Parkin [3] has researched leading learning and teaching in higher education. Roger and David Johnson [2] have analyzed collaborative learning in higher education and Barrie Bennett and Carol Rolheiser [1] have proposed instructional tactics for effective group work.

**Main part.** Different sets and theories of leadership styles abound. Some have aspects and insights that are distinct, while others overlap and complement each other in various ways. The Programme Leadership Model brings together a range of styles, all of which have their place in the leadership of learning and teaching, from the inspirational to the managerial and from the collaborative to the developmental [3, p.36].

There are twelve definitions of leadership that are sorted out into four categories of leadership styles:

Direction-focused – leadership is...

- 1...providing strong and clear direction
- 2...making clear and swift decisions and sticking by them
- 3...taking control whenever challenges arise

Achievement-focused – leadership is...

- 4...presenting a compelling vision for others to follow
- 5...championing the need for positive change
- 6...getting things done well with the full buy-in from others

Engagement-focused – leadership is...

7...getting alongside people/partners to develop a shared plan

8...creating collective commitment by aligning energy and interests

9...building trust, confidence and cohesion in the team

Coaching-focused – leadership is...

10....creating an environment where others can flourish and succeed

11....developing individuals and teams through coaching/discussion

12....distributing real responsibility and resources whilst also developing people

As an approximate relationship, the four key leadership attributes in the model could be associated with broad leadership theories/ perspectives as follows:

- Champion – inspirational, goal-driven or achievement-focused leadership;
- Organizer – task-oriented or direction-focused leadership (or functional management);
- Enabler – engagement-focused, collaborative, participative or collective leadership;
- Mentor – coaching-focused, developmental or attuned leadership (or a coaching style of leadership).

Taking into account the description of leadership, we can say that teaching leadership can focus on individuals and group work - collaboration, collaborative learning. Collaborative learning is very important in teaching leadership.

What is collaborative learning? Collaborative learning is all about getting students to working groups, but there is a bit of a red flag attached to getting students to work in groups. Just because we have them seated in groups, and we give them some kind of task to brainstorm, that is not going to necessarily make the group work effective. And to talk a little bit more about this in detail, we want to refer to some research, which was done way back in the 1990s at the University of Michigan by two brothers Johnson and Johnson - Roger and David Johnson [2]. And their research showed that by getting students in groups and actually working almost with two engines of group work namely, giving students an academic time to work on, but also getting them to focus on collaborative skills, their work in groups was really effective [9].

The first point is face-to-face interaction.

Collaborative learning cannot work when people are sitting in rows of desks. In addition, let us face it, in the 21st century, there are very work places where

people are sitting in rows, and there is a manager out the front spoon-feeding them. Point number two was for effective group work to occur, each member in the group needed to have individual accountability.

Moreover, what individual accountability relates to you is that it was important for each person in that group to feel that what he or she had to offer the group was of importance, and in fact what they had to offer actually depended on what the person before them had offered, perhaps, and it was all interconnected.

The third point of effective group work, as we mentioned before, was this idea of a second engine to group work--collaborative skills, broken down into communications skills, social skills, and critical thinking skills.

Therefore, if a lecturer or a teacher is going to set an academic task, they need to also make sure that the group is aware of a particular collaborative skill in which they are going to work with.

The fourth element of effective group work is processing or reflecting on the group's effort.

So in terms of reflecting on the collaborative skill, it might just be a very quick, couple of seconds, hands up, five fingers if you did really well, your collaborative skill, i.e. attentive listening. Alternatively, maybe only one finger, if you forgot about the collaborative skill attentive listening. Moreover, we would do the same thing with the academic task.

The final element to effective group work, number five, is this idea of positive interdependence. For example, resources and the sharing of resources. They found that perhaps if people had to share, maybe a computer, or a mobile device, or perhaps a book, or any kind of resource, it actually promoted collaboration by having to share that resource.

Johnson identifies 9 ways to encourage this... [9].

Johnson's 9 Positive Interdependencies:

- Goal: Provide a clear and meaningful goal or task
- Role: Roles are clear without being inhibiting
- Resources: sharing
- Incentive: getting perks for working well together
- Outside force: competing against standards or for prizes
- Environmental: structure the physical environment carefully
- Identity: students design a group name or logo
- Sequence: each student must complete his task so that the group can put together to various elements to create a whole
- Simulation: role-playing, often to deal with social skills [1].

One technique that we are going to introduce is called Think, Pair, Share. An instructional tactic where students are asked to think for a moment first, then pair up to compare their experiences / thoughts, then share them with a larger group [9].

Preskills:

- Can students listen effectively and actively to one another?
- Can they paraphrase what another person says?
- Can they suspend judgment?

Factors to consider beforehand:

- Do students perceive the classroom as a safe environment for sharing?
- How long should each part of the process take?
- Are there an odd or even number of students?
- Who will work with the ESL student or those who, for example are ‘loners’?
- How will you pair up people? Number them off? Let them choose? Alpha?
- How accountable will you make each student? How will you do so and still keep the environment an emotionally safe one?

Think

- What background information do students need to be able to think effectively about the question?
- How can you frame the question to indicate the level of thinking you expect:
- Recall, comprehension, application, analysis, evaluation or synthesis (Bloom’s Taxonomy)

Pair

- How directed do you wish this to be? Discussion or “listen – repeat – record” or something in between?

Share

- Who will report? Random so all are equally accountable (the person with darker hair, for example) or a more directed process?
- What will you do with correct, incorrect, partially correct responses; a silly response; a convoluted response; a guess, a ‘no’ response – and still maintain an emotionally safe environment?

We will describe this method more in detail. It is useful scaffold when framing questions.

Let us have a look at two questions, question A and question B. Moreover, what we would like you to do is to think to yourself for moment, which question, A or B, would encourage more student participation?

Question A. As a facilitator, what do you think are effective ways to encourage students to participate and be accountable?

In addition, B. Think to yourself for moment, what do you think are effective ways to encourage students to participate and be accountable? Exchange ideas with your partner. Then in pairs, share your ideas with the rest of your group. In a few minutes, we will call on a couple of people to report back.

Question B does allow for more student participation. Let us have a closer look at question B.

Think to yourself for a moment. Actually allows think time and wait time for the student. This is going to, according to research; improve the quality of the response from the student because they have had time to think about what their opinions is on this. The next part of question B is the actual question. Then it asks the student to exchange ideas with their partner. That is going to provide them rehearsal time.

Therefore, if indeed, they have the incorrect answer, there is going to be an opportunity to correct it and get a right before they are called upon to report to the whole group.

Finally yet importantly, the facilitator is going to make all students accountable with that question because the very last part ask or remind students that, in a couple of minutes, the facilitator is going to call on a person from each group to report back to the whole class.

Therefore, that question is an example of a question, which contains both safety and accountability. Let us now go back to question A. The question A is a direct question and would probably make the student feel like they were a deer in headlights. There is no wait time. There is no think time for them to come up with a response.

It might also be the case that if I asked that question to a group of learners in a face-to-face learning environment, the same students would respond because there is no actual accountability for others students to respond.

**Results and their discussion.** “Group work that is not structured thoughtfully is one of the least effective approaches in the teaching and learning process” [2 p. 41].

In order to prepare and encourage teachers to use collaborative learning in teaching leadership we should:

### Things to Think About:

- Collaborative learning is complex; start small
- Learning is socially constructed; we seldom learn in isolation
- Everyone in a group needs to be accountable for learning
- Pre-skills need to be overtly taught: social skills, communication, and critical thinking
- Groups need to process how they function as a group
- Not all material is suited to group work; choose carefully
- Groups of 2 – 4 are most effective
- Think about who will be working with whom
- Needs to be integrated with other strategies
- Success depends on safe classroom environment

### Examples of Collaborative Learning:

- Jigsaw, Group Investigation, Team Analysis, Academic Controversy, Think Pair Share, Inside - Outside Circles, Three-Step Interview...

### When setting up Collaborative Learning, in your planning, consider:

- The structures you will be using
- The process you will be needing and using
- How you will make the classroom safe

### Collaborative Learning: Some Reasons for Use

- Research shows that, done well, it is a highly effective mode of learning
- Research shows that intelligence is greatly affected by social interaction
- Interpersonal intelligence is a powerful predictor of success
- Dialogue is a powerful way to resolve the revolution like behavior of society
- Conflict resolution skills often determine how long school staff remains effective
- Where else will students pick up quality social, communication and critical thinking skills?
- Some students learn best by this mode (Learning Styles, Multiple Intelligence)
- Collaborative learning has significant transfer to the 'real world'

**Conclusions.** The four key leadership attributes could be associated with broad leadership theories/ perspectives as follows: champion – inspirational, goal-driven or achievement-focused leadership; organizer – task-oriented or direction-focused leadership (or functional management); enabler – engagement-focused,

collaborative, participative or collective leadership; mentor – coaching-focused, developmental or attuned leadership (or a coaching style of leadership).

Taking into account the description of leadership theories, we can say that teaching leadership can focus on individual and group work - collaboration, collaborative learning.

Therefore, there are five elements of effective group work. Firstly, face-to-face, and preferably a small group, not more than, six people. Secondly, individual accountability, each person in the group needs to feel that he/she is accountable for some aspect of the task. Third point, collaborative skills. In addition, the idea that group work does not just run with an academic task, there needs to be a focus on collaborative skills, be that a communication, social, or critical thinking skills.

It is also important to reflect and process the group's use of both the collaborative skills, as well as their academic task. Finally, this idea of positive interdependence, that there is a number of ways of creating the idea of interdependence.

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## **ГРУПОВЕ НАВЧАННЯ У ВИКЛАДАННІ НА ЗАСАДАХ ЛІДЕРСТВА**

### **Реферат**

*Світ змінюється, навчання і лідерство змінюється разом з ним. Сфера взаємодії зі студентами постійно розвивається, а потреби, очікування студентів, а також тих, хто їх підтримує, швидко рухаються. Тип лідерства аналогічним чином змінює якість співпраці, побудову відносин, емоційного інтелекту, полегшення взаємодії потрібно лідерам на всіх рівнях організації, які відображають сьогодні певне робоче середовище.*

*Консорціум оцінки та викладання навичок 21-го століття (який включає в себе Австралію, Фінляндію, Португалію, Сінгапур, Сполучене Королівство і Сполучені Штати Америки) надає одне широко поширене визначення новоспечених навичок. Це визначення включає в себе навички двадцять першого століття, знання, відносини, одним з яких є спілкування і співпраця / робота в команді. Таким чином, групове навчання у викладанні на засадах лідерства відіграє важливу роль в системі вищої освіти України.*

*Чотири ключових атрибути лідерства можуть бути пов'язані з різними теоріями лідерства / перспективами наступним чином: лідер-чемпіон - надихаючий, орієнтований на досягнення мети; лідер-організатор – орієнтований на виконання завдання (або функціональний менеджмент); Лідер-надихач – орієнтований на залучення студентів, співпрацю, групову роботу або колективне лідерство; лідер-наставник - коучинг-орієнтований, зосереджений на розвиток особистості.*

*Беручи до уваги визначення лідерства, ми можемо сказати, що викладання на засадах лідерства фокусується на індивідуальному розвитку особистості і груповій роботі – співпраці та групового навчання.*

*Групове навчання це розподіл студентів на роботу у групах. Але потрібно враховувати багато нюансів при роботі студентів у групі. Розподілити студентів на групи та дати їм зробити якесь завдання не означатиме, що робота у групі буде успішною.*

*Таким чином, існує п'ять елементів ефективної роботи у групах. По-перше, студенти повинні сидіти обличчям один до одного, бажано у невеликій групі, не більше ніж, шість чоловік. По-друге, індивідуальна відповідальність, кожна людина в групі повинна відчувати, що вона несе*

*відповідальність за будь-який аспект завдання. По-третє, студенти повинні володіти спільними навичками. Робота в групі не означає лише працювати з академічними завданнями, увага зосереджується на спільному навичку, наприклад, спілкуванні, соціальному, або навичкам критичного мислення.*

*Важливо також, відобразити і прослідкувати процес використання групою навичок співпраці, так само як і навичок вирішення наукової задачі. Загалом, ідея позитивної взаємозалежності, відіграє важливу роль для створення ефективної роботи у групі.*

*Для заохочення використання групової роботи у викладанні на засадах лідерства, викладачі повинні надавати чітку і вагомую мету або завдання, ролі повинні бути чітко прописані, студенти повинні змагатися за певні стандарти або призи, ретельно структурувати навчальне середовище, кожен студент повинен виконати своє завдання так, щоб група могла зібрати різні елементи для створення єдиного цілого завдання.*

*У статті був розглянутий метод групового заняття, який називається «подумай, розкажи другу та поділись з усіма». Навчальний метод, де студенти просять подумати на мить, а потім обговорити їхню думку у парах, щоб порівняти їх досвід / думку, а потім поділитися ним з великою групою.*

**Ключові слова:** *лідерство, викладання на засадах лідерства, групове навчання, метод «подумай, розкажи другу та поділись з усіма», вища освіта.*