

The Pedagogy of Collaboration: Teaching English in New Evolving Technology Scenario

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Abstract: In the face of evolution, nay, revolution of technological advancement, our communication styles, information requirements, teaching paradigms, and learning patterns are apace with it. It is really a daunting task, and formidable too for the professionals to keep harnessing such opportunities that technology offer to us while maintaining our adherence to firm pedagogical approaches. It is high time-very challenging and exciting for the education providers to exploit our skills and hone creativity to innovate our teaching methods and techniques in the light and luster of changing landscape. This paper is a humble attempt to pinpoint a blueprint that may pave a pathway to English educators to utilize novel technologies in pedagogically sound and sensible ways in order to sharpen students' communicative skills, competence and digital awareness necessity with an increasing competitive world. Collaborative and cooperative learning in higher education enthuse in students a motivation and love for their study. Learning resources need to be perfectly exploited, newer techniques and methods require to be integrated in the classroom in an ebullient way by the teachers for collaborative action in the maze of new evolving technological surge.

Keywords: Innovative Teaching Methods, pedagogy, students' competence, technology, and collaboration.

After the brutal and belligerent attack of Corona pandemic, the education landscape in our country and rest of the world has undergone a complete overhaul invariably, and however, has taught us to leverage to harp on technology based collaborative learning. The paper focuses on how to cope with the ever-rising demands in the higher education sector for computer-based education that necessitates the students to be more digitally aware and proficient enough to use technology. These present situations send waves of need for innovation assigning a new role to English teachers and students as well. The teachers need not only be the transporter of knowledge and skills but also to work as facilitators and mentors, and moreover, students require to turn more active and receptive in the learning process. Though various technologies are roped in to encourage collaborative English learning, but our

emphasis lies in computer based collaborative teaching and learning. This framework fortifies social interaction, communication, cooperation and collaborative ethos among participants. These techniques foster technology-based learning ambience, network-fed, and blended learning (online/offline) atmosphere. Harasim, Hiltz, Teles and Turoff (1995) defined collaborative learning as "groups of those who use computer – mediated communication networks to learn together, at the times, place and pace that best suits them..." (Harasim, 1995, p-4). Roschelle and Teasley considers collaboration as follows: "Collaboration is a coordinated, synchronous activity that is the result of a continued attempt to construct and maintain a shared conception of a problem (1995, p-70)". We use two kinds of computer based pedagogies: first, by emails or Whatsapp, or Googl-classroom, bulletin boards, blogs,

Sakai, and Claroline inter alia. We can enhance interaction with students and can give them assignments (or use e-content four quadrants) etc. Secondly, we may stall video conferences, group discussions, zoom meetings to enrich the collaborative pedagogical frameworks.

The predominant purpose of computer based collaborative learning, however, is to create a conducive atmosphere that will facilitate cooperation and collaboration among students to strengthen their learning acumen. Various factors prop up to play key role in online and offline learning ambience that include pedagogical patterns, interaction between teacher and the taught, context and appraisal. To serve the purpose, Chickering's seven principles for good practice in higher education especially in English teaching has proved very fruitful and handy. These seven rules are the touchstones of guidance for spawning a positive and powerful learning atmosphere. Educators may use these principles as a pathway for developing and catering a very conducive learning ambience. The seven principles ensconce: to encourage collaboration and cooperation between teachers and students, to invigorate active learning, to respond instant feedback, to lay focus on time-based tasks, eliciting high results and expectations, valuing diverse talents and method adopted and adapted for learning. Two of these seven principles are of great significance for collaborative learning: first is cooperation among students, and second, resorting to active learning methods. Arthur W. Chickering and Zelda F. Gamson in their treatise "Seven Principles of Good Practice" (1991), entails seven principles for

good practice that can enthuse six powerful forces into education, and may prove very rewarding in collaborative English learning: activity, expectations, cooperation, interaction, diversity and above all responsibility. They aver avidly:

These seven principles are not ten commandments that shrunk to 20th century attention span. They are intended as guidelines for faculty members, students, and administrators-with support from state agencies and trustees- to improve teaching and learning. These principles seem like good common sense, and they are-because many teachers and students have experienced them and because research supports them. They rest on 50 years of research on the way teachers and students learn how students work and play with one another, and how students and faculty talk to each other. (<https://www.uwo.ca/tsc/reseources/pdf/seven/SevenPrinciples.pdf>)

Computer mediated collaborative learning is evolving exceedingly in a potential field of research hovering around the use of technology in the dissemination of knowledge through peers' interaction and groups learning methods. It binds the interest and focuses of the students on the campus and off the premises of the college through technology. Though all the seven touchstones enunciated by Chickering are very useful, but two of them make a bedrock of collaborative learning in English teaching based on technology: first by developing cooperation and mutual interaction, and second, by encouraging active learning. According to Chickering in his treatise "Applying the Seven Principles for

Good Practice in Undergraduate Education”, and cited by Light (1992 -Students’ academic performance and satisfaction at college are tied closely to involvement with faculty and other students around substantive work” (<https://www.uwo.ca/tsc/reseources/pdf/seven/SevenPrinciples.pdf>) . To carry out this, we invigorate collaboration by giving students time and space to initiate group discussion, group tasks, and enhance peer evaluation. The second but more important facet of this treatise is to strengthen active learning. The students must be present with interest and intensity and are encouraged to relate with their own experiences and life. All technology-based devices like video conferencing, Google classrooms, zoom, Google- meet, and other social media platforms be used for cognition of contents, and sharing their understandings. Thus, learners are roped in to reflect and relate it with their lives and interests.

It is a formidable task for teachers to encourage students to form knowledge reservoir, nay, enticing them for collaborative skills and creativity. Scharage M. saw collaboration as the process of shared creation, and emphasized that students be engaged more in online discourse, he avers: “skills are pedagogical intent constructing representations with cognitive tools needs to be balanced and augmented by the metaphorical image of stepping back from identity commitments in order to actively listen others and thereby to deepen and expand creative dialogic spaces of reflection (Scharage M.,1990, 156).” The teachers have to hone students’ skills, critical thinking and understanding. The students need to add their

meaning to the task in collaborative venture. In the formation of collaborative knowledge bank, students need deep comprehension of the knowledge objects and are given a boost to make valuable pieces of knowledge for others. Scardamalia and Bereiter considers knowledge building “as the production and continual improvement of ideas of value to a community, through means that increase the likelihood that what the community accomplishes will be greater than the sum of individual contributors and part of broader cultural efforts (Scardamalia, 2003, 1371).

In the wake of present educational and technological scenario in our country and abroad, it feels necessary to cope with increasing demands of employability skills for English teachers for collaborative ventures. To cater this demand, we need more adept and proficient professionals in English. Information technology has given a boost to the students for creativity and innovation. Consequently, technology has enabled both the educators and the learners to access the tools to sharpen their talents and harness their needs. Lakshmi cites in Gunasheker’s essay “English Skills for Employability in 21st Century: “Pedagogies to meet the demands these new roles include group learning tasks and tasks that allow students to become more collaborators and cooperators in the classroom, not competitors.” (Gunasheker 2013, 140). It is imperative on the part of the teachers to enthuse verve in students to prepare them for collaboration skills and knowledge creation. Teachers utilizing technologically rich workplace can foster an ambience so that students capitalize on this to be more active in

receiving and spreading knowledge. Thus cognitive urge of the students will be satiated, and they will understand the things more comprehensively.

Verily, technology offers plethora of opportunities for both the facilitators and the students. The pedagogy of collaboration using technology extends leverage needed for both the teachers and learners to amplify their learning acumen. The students form groups aligning their goals and tasks and then collaborate to achieve fulfillment. According to the project or task, the students make collaborative net to achieve the goals, and also pave the way for the new students to develop their skills to fulfill their targets. Thus, the potential of all the collaborators is tested utilizing technology to meet the required educational needs and opportunities, and new student and faculty roles are understood. It is seen that online interaction between students and teacher or among students themselves proves to be more fruitful than to face to face interaction. However, online interaction can be carried out more emphatically when the teacher resorts to using innovative methods in planning, structuring and setting the goals. It is seen that collaborative learning spawns' positive interdependence and trust; it may strengthen the integration of the students on and off the campus and will shed their inhibitions and anxieties.

In collaborative teaching, the educators let the learners acquire center-stage and adapt to advancement as the technology evolves. The learners are taught to be self-directed, having goals set, and avid to evaluate their learning status. The students are enabled

to use language and discourse to add personal meanings being the member of the collaborative group. They may adopt plans for communication as a team member. They must show interest in exhibiting their talent within the collaborative groups. As there are so many members in the group having different goals and priorities, the specific learner can adjust oneself, and secure place within the cooperative group. The teachers mold their teaching methods as per the new evolving technology by virtue of engaging themselves with learners exploiting technology-based devices. The teachers make groups of students comprising two or more students, and give them many topics to write on, and evaluate all their phases. The students are given time bound assignments, which are invariably monitored by educators, thereby developing their collaborative as well as own individual writing abilities. Time management for facilitation, monitoring and evaluation is required by the teachers, and the timeframe for students is also be taken into consideration.

While it comes to teach English using various technological tools, we can allow students collaborate and cooperate with one another in so many ways. Competent learners select reasonable technological devices suiting their priorities and needs. The learners pick suitable technical devices for practice for collaboration to complete required goals. Educators and learners establish collaboration to hone creative skills. Today so many technological devices and tools are prevalent to carry out tasks such as smart phones and many useful apps that be downloaded easily. Students are given tasks to spawn their own

contents, can make collage with available software for learning English. By virtue of collaboration in groups, students cooperating with each other attain their set learning goals. The educators encourage the students to create content to give them feel of creator or owner and thus give a thrust to showcase learners' abilities and realities. The role of facilitator leadership and behavior cast positive effect in collaborative learning using technology.

However, we must choose such technical devices that may prove a catalyst to boost the spirit of the learners, enabling and encouraging the students to carve their own niche to reflect and express themselves in more emphatic way. The learners can reflect their views through language or technical tools such as images, collage, templates, videos, and piece of artwork etc. Collaborative ventures vouch for learners to let their personal voice heard of, and also share with others', and thus make them feel to customized. Blogging tools such as WordPress.com, Edublogs, Medium and Tumblr etc are very user-friendly, making it great choice for learners who wish to establish their professional blogs, and it can be monitored by teachers. The students' reflection is enticed by using journaling tools like Daylio, GoodNotes, and Penzu where learners can express their views, and videos and images about their progress in English learning in collaborative venture. Digital storytelling is also very useful tool to create one's own content: There are so many media formats like Canva, Animoto, and Powtoon can be used for graphics and video making; Storyboard That and Pixton for story boards, viable tools tell stories

about history, culture, science, travelogues, and diverse points of view being active members of collaborative groups.

The faculty can judge the views of the students through surveys in the classroom or offline, or giving those Google forms and questioners for feedback, thus assessing their proficiency in using the technology, their preferences and liking. In this entire operation, the teachers have to play the role of facilitator and extend help to those who need it. In the collaborative groups, the teachers have to see the hurdlers or less contributors and addressing the hitch teacher motivates all collaborators for their full contribution. The teachers improvise assistance and guidance to those who find or face any difficulty in communication, or in carrying out the task assigned. The learners must be given proper training to exploit technology effectively. The teachers also require enthusiasm of academic honesty, and forbidding learners not to hop on copying or plagiarism. We concur with the view of linguist Dawn Bikowski that Pedagogy of collaboration is:

A framework that guides educators in using technologies in pedagogically sound ways that meet students' communicative competence and digital literacy needs within an increasingly connected world. Resources and guidelines for integrating them into the classroom effectively are discussed, as teachers use technology for collaboration in an ever-changing technological landscape (Bikowski 2015, 223)

Educators encourage learners to be more steadfast to learn fast English with the aid of

technical tools and resources such as online and offline dictionaries (e.g. Oxford English Dictionary, Meriam-Webster, Collins and Macmillan Dictionaries) and platforms like Duolingo, Memrise, Coursera and Udemy etc. Time management and planning can be managed through online tools like Todoist for planning, Google Calendar for Scheduling and Rescue Time for seeing time absorbed in carrying out the tasks; some more options are like Trello for Task collaboration, Asana for teamwork, and Clockify for time tracking etc. Students have lots of channels to communicate and share their information. Text or message based communication tools can be exploited such as emails, WhatsApp, Slack, and Microsoft Teams, Cisco Webex Teams, and Google chat etc. In collaborative groups, educators encourage inclusivity of voices of all collaborators taken into consideration and make an interface for others to follow. Various key strategies are utilized based on technology for collaborative venture and setting goals. Teachers help students to attain accessibility to use the web devices. So that they can reflect on their progress in an ebullient way. It is seen that computer mediated collaborative learning yielded better quality and quantity of success than traditional computer-based learning. We saw undergraduate students who engaged in collaborative learning making groups and making unanimous decisions got better marks than those who didn't collaborate.

In collaborative learning, the students should be assigned with reality-based tasks that exist in our society for commuters such as community group, educational institutions, governmental or non-governmental

organization. The teacher establishes communication between client and students to determine goals via online or offline mode. The students use technological tools to share and evaluate information and helping the commuter to increase sale of his product. The groups may be created by the students or the teacher depending on the requirement for the specific project. Thus, students develop their collaborative acumen by using technology and yielding good results. Schellens and Valeke opines about forming the groups by the teacher or the students themselves: "...there is recognition that group size depends on the scope, duration and complexity of the task. The learning group, however, needs to be small enough to enable students to participate full and to build group cohesion (Schellens & Valeke, 354). The teacher can form heterogeneous groups comprising both boys and students. Such groups are proved more productive and have yielded better results. We examined that students engaged in group activities using technology developed more positive attitude towards subject matter with heightened morale than those who didn't find opportunity to interact with peers because of unavailability of technology at remote areas. It is also evident that compared to groups in the classroom, online groups made complete and better reports, and they finished the task more efficiently.

The teachers have to monitor and evaluate the collaborative tasks carried out, and they can pick the work that has been carried out for developing the learning of the language. Students create audios, videos, recordings of presentations, collaborative writing pieces,

and make questionnaires. Some effective and useful tools are to assess the projects accomplished by Google Docs, Slack, Zoom, Trello, Skype and Padlet. The students' e-portfolios are made for evaluation and information. Rubrics are prepared to enlighten students before they end their tasks, giving scores for successful students, and getting all such files saved and secured. Rubistar is free to help teachers create quality rubrics for assessment and evaluation. Registered users can save rubric on this device, and it is accessible from any place, college or home.

The teachers have to play a very great role to encourage the students to knowledge receptor for whole life. Aligning the subject and context- collaborative, cultural, social, and technical skills are exploited. The students use technologies that suit their interest and critical and imaginative acumen. Kumaravadivelu opines: "Collaborative projects offer the opportunity for students not only their 'cultural literacy' (learning about other cultures) but also their 'cultural liberty' as they learn from other cultures (Kumaravadivelu 2008, 237). Digital games and quizzes give students chance to get involved in intricate social interactions and communication in a feasible ambience. Teachers can guide students through various digital games such as Minecraft Education and ABCya etc. Thus, collaborative learning necessitates interest, intensity and inspiration of the students, and at the center of all this is teacher as a guide and a facilitator.

Collaborative learning has brought boom in educational strategies and frameworks, giving stimulus to importance of interaction and

teamwork in learning, accomplishing tasks, and fostering an ambience for the understanding and creation of knowledge by virtue of social interaction. Artificial Intelligence is not seemingly a promise for future but has turned out to be a palpable reality, renovating very texture of educational collaborations and interactions. AI has not only revolutionized educational sector but also fortified collaborative learning. The integration of AI tools in the classroom brings a paradigm shifts pedagogical patterns. Now teachers can customize learning experiences, smoothen administrative tasks, and give more guidance to students. It is hard on the part of teachers to cut his contents and ideas for all students present in the class having different mental and comprehension level, but AI has made it feasible to tailor educational content according to students' pace and potential of understanding. AI has brought tools like DreamBox, and Smart Sparrow that can analyze fast the access of the students to study content. Microsoft Learn gives teachers equipment to integrate AI in classroom effective for learning lessons fast, Gradescope also reduces the burden of teachers in assessing assignments and their grading.

In conclusion, we may say that the pedagogy of collaboration learning English in the maze of new evolving technology gives educators and students tools to attain their set learning goals. It underlines the significance learning in groups enhancing interaction with one another, shedding inhibitions, and getting one's voice heard of, formulating well-structured strategies using innovative technological devices in ebullient ways. The

above-mentioned guidelines will remain relevant and significant in the face ever evolving pedagogy entailing myriad technological scenario, be it online or in the classroom strengthening the interactive cohesion. It is high time that we need to change the learning methods and techniques in higher education to give the students best technology mediated tools to enable them to compete with others in a fast-changing knowledge- based world society. The importance of latest technology evolution can play a significant role in creating a more conducive learning ambience. To accomplish this, the governmental authorities have to increase financial aid to avail themselves of high-quality faculty development, exploit best technology aids, and to develop best infrastructure and technical assistance. Research is required to address the factors before the kicking off teaching-learning process, their form and inference. The grey lines lie to understanding the critical evaluation process such as task strategies and formulations, students' involvement, equipment for teachers.

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