

Creating Collaborative Learning Environment for Quality Education

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Abstract: This review article is on 'Creating Collaborative Learning Environment for Quality Education'. The methods and techniques that were used in this study are document review and reviewing related theoretical knowledge. Relevant literature has been reviewed to make the study conceptually and theoretically reliable and authentic. The study is based on secondary sources. The study explores theoretical ideas on collaborative learning and how and why teachers create collaborative learning environment in their classroom. The crux of collaborative learning lies in this conviction of the potency of teamwork and collective effort and intelligence. Collaborative learning presents a multitude of advantages and holds the capacity to revolutionize the contemporary education system. Educators can amplify and magnify student engagement and ameliorate learning outcomes greatly by implementing technological competencies.

Keywords: Collaboration, Co-Teaching, Environment, Learning, Team Teaching

A. Introduction

Collaborative learning is the educational approach of using groups to develop learning through working together (Baral & Bhatta, 2011). Groups of two or more learners work together to solve problems, complete tasks, or learn new concepts. It actively engages learners to process and synthesize information and concepts, rather than using rote memorization of facts and figures (Pandey, 2008). Learners work with each other on projects, where they must collaborate as a group to understand the concepts being presented to them.

Through defending their positions, reframing ideas, listening to other viewpoints and expressing their points, learners will receive a more complete understanding as a group than they could as individuals (Curtis & Lawson, 2019).

To attract and hold students, education must continue to look for novel ways to meet up student learning needs as they develop. It is in this spirit that this study is intended to discover collaborative learning environment, and examine how they are affected by environment for learning. Garrison & Vaughan (2008) assert that it is beyond time that educational institutions recognize that they can no longer continue

with traditional educational practices that do not support the needs and expectations of a knowledge society.

Collaborative learning occurs when learners interact to construct common meaning and knowledge. It originates from the early 20th century socio-cultural and activity theories. The importance of learning through social interaction and collaboration has been confirmed repeatedly (Baral & Bhatta, 2011).

Building a safe and collaborative class environment can be the difference between a student excelling and a student struggling. It won't happen overnight, or in one lesson, but a safe and collaborative class can be nurtured and developed consistently over time. Some students feel comfortable contributing and interacting with their peers from the beginning, but for some, interacting takes time. Achieving comfort with class interaction is well worth the time and effort required to overcome apprehension (Curtis & Lawson, 2019).

To feel safe and comfortable collaborating, instructors must ensure students grasp the objective and learning goals of each project. These aspects may need to be presented in multiple ways to connect to the diverse learning needs of students. This could mean sharing assignment instructions through written form, rubric, and orally during the in-class time. When students are connected to and reflect on the purpose and objective of the activity, they have a chance to participate in their own unique manner (Curtis & Lawson, 2019). One of the most important factors in building this positive environment, whether online or in person, is trust. When students trust each other, they are more willing to share information and solutions. They will also be more engaged when working as a team.

Trust must be developed by both the teachers and by the students themselves. This means removing assessment bias, valuing all feedback, questions and opinions, providing opportunities for students to share their unique perspectives and provide meaningful feedback that demonstrates care and concern for students' academic success and personal well-being. Students in an online learning environment often have varying struggles and competing commitments outside of the course. Some students have moved out for the first time, some are working part-time jobs, and others are balancing a full degree with family obligations at home (Kumi-Yeboah, 2018). The objectives of a study were presented 1) to explore theoretical ideas on collaborative learning; 2) to find out the teaching strategies in collaborative learning; 3) to uncover why collaborative learning is important in learning.

B. Methods

This study is based on qualitative method. An intensive in-depth information and insight have been reviewed (Bogdan & Biklen, 2007). The techniques that are used in this study are document review and reviewing theoretical knowledge. Relevant

literature has been reviewed to make the study conceptually and theoretically reliable and authentic. The study is based on secondary sources. The researcher has googled and visited the website in order to obtain information related to the themes of the study. Data are presented from books, journals and articles. The writer has presented his own personal and professional knowledge and experiences to explore ideas and strategies on collaborative learning.

C. Results and Discussion

From this study it was uncovered that collaborative learning is beneficial to learn language. The benefits of collaborative learning include development of higher-level thinking, oral communication, self-management, and leadership skills: Promotion of student-faculty interaction; Increase in student retention, self-esteem, and responsibility; Exposure to and an increase in understanding of diverse perspectives and Preparation for real life social and employment situations. Therefore, the crux of collaborative learning lies in this conviction of the potency of teamwork and collective intelligence. Collaborative learning presents a multitude of advantages and holds the tenacity to revolutionize the contemporary education system. Educators can amplify and magnify student engagement and improve learning outcomes immensely by implementing technological capacities.

Collaborative Learning

Despite the term of collaborative learning (CL) has been used in a large variety of ways across different disciplines and fields, there is a lack of consent upon definition of the term (Jenni, & Mauriel, 2004). Whereas there is no consensus on what CL is, there are a number of basic features that will be known. Collaboration has become a twenty-first-century tendency. They need in society to feel, think and work together on issues of critical concern has enlarged (Austin, 2001; Welch, 2000) changing the importance from individual efforts to group work, from independence to community. CL is an educational approach to teaching and learning that involves groups' works to solve a problem, complete a task, or create a product and discover a new thing. CL environment assists the learners to challenge both socially and emotionally in different perspectives. Therefore, the learners begin to create their own unique conceptual frameworks and not rely solely on an expert's framework. In a CL setting, learners get the opportunity to communicate with peers, group, present and support ideas, exchange various beliefs, share their knowledge, question other conceptual frameworks, and are actively engaged and participated (Srinivas, 2011).

CL represents a significant change away from the typical teacher-centered or lecture-centered environment in classrooms. In collaborative classrooms, the lecturing/listening/note-taking process may not disappear completely, but it lives along with other processes that are based in students' discussion, group discussion and active work as well as active participation with the course material (Reilly,

2016). Teachers who use CL approaches be likely to think of themselves less as expert transmitters of knowledge to students, CL occurs when small groups of students help each other to learn. CL is sometimes misunderstood. It is not having students talk to each other, either face-to-face or in a computer conference, while they do their individual assignments. It is not having them do the task individually and then have those who finish first help to those who have not yet finished. And it is certainly not having one or a few students do all the work, while the others attach their names to the report (Klemm, 1994).

Student Teacher Relationship

Together with this basic understanding of the clear need and importance of relationships in mind, the next segment will focus more on the importance and impact of student-teacher relationships. A request for what constitutes effective teaching will certainly produces a long and diverse list of responses. The list may contain, but not be limited to a teacher's knowledge of subject, pedagogical competence, instructional effectiveness, and classroom management skills. Banner and Cannon (1997) explain the difficulty in defining exactly what it means to be an effective teacher, "We think we know great teaching when we come across it, yet we find it impractical to say accurately what has gone into making it great". The situation is further long-winded when bearing in mind whether teaching is an art or a science. A sufficient amount of research exists showing that content and caring are not exclusive possessions; effective teachers highlight both.

Teacher Collaboration

In teacher collaboration where teachers work together in a harmonized way to achieve general goals. Hargreaves and Fullan (2012) present a useful field of collaboration from, "Scanning and storytelling (exchange of ideas, anecdotes and gossip), to help and support to sharing (of materials and teaching strategies), to joint work where teachers teach, plan or inquire into teaching together". This 'joint work' has played a significant role for teachers and students with teaching focusing on work that has possible to improve student outcomes, well-being and self-regulation.

Co-Teaching

Co-teaching takes place when two or more than two teachers share responsibility for a group of students, usually within one workspace, through a shared approach which includes the grouping of resources and joint responsibility (Friend & Cook, 2010). One of the two teachers' is classically a general education teacher with the second teacher a registered special education teacher. By the 1990's emerging research evidenced benefits for special needs students in inclusive classrooms together with teachers reporting professional growth and an improved sense of collegiality (Villa et al., 2013).

Co-teaching strategies need teachers to understand and agree to mutually developed goals, a shared belief in co-teaching, a belief in the importance of engaging in the roles of teacher and student, extend functions theory of leadership and a co-operative procedure (Cook & Friend, 1995). These strategies provide chance for teachers to sketch their co-teaching strategically to meet student needs rather than simply working in the same space and teaching separately.

Benefits of Co-Teaching

Co-teaching is significant for the children with disabilities, emotional risks, language delays and those who have English as a second language. All of these benefits are derivative from the more adapted and differentiated teaching afforded by the condition of a co-teacher, the ability to group students according to need, interest and combined problem solving. Besides, students' advantage from multiple point of views on the curriculum via several teachers supplementary with teaching and supporting learning. They have also been recognized for students who do not have special needs and interest when in a co-teaching environment with improvements in student social connections and interaction (Villa, et al., 2013). Children are also capable to study authentic collaboration modeled by their teachers, enhancing their own knowledge, skills, and having positive impact on their social, emotional and learning skills. Teachers recognize a range of benefits when co-teaching together with an increased sense of agency, effectiveness and well-being, enhanced skills and problem-solving capability and a decline in feelings of separation (Villa, et al., 2013). While teachers work in a co-teaching relationship there is a better possibility of using research well-versed practice (Molloy & Herzberger, 1998). Teachers are able to classify important benefits for themselves and students when teaching in an environment enabled by a co-teaching relationship.

Team Teaching

George (1993) dispute team teaching have its origins in the American Middle school movement of 1963. The approach consisted of a structure of five to six teachers assigned to 75 150 students in a 'school within a school'; known as a 'Team'. Team teaching also became popular in the 1960's and 70's within the progressive schooling movement and open plan classrooms. However, the team teaching experienced in the open plan movement and the team teaching in the Middle School Movement were quite different. Team teaching in Middle Schools does not need teachers to teach in the same physical space at the same time. It is more typical for teachers in this environment to have their own classroom and to 'team' with four or five other teachers being cooperatively responsible from an administrative perspective for a large group of children. Team teaching, as referred to in current literature, most commonly reflects this middle school approach.

Team teaching in the open plan classroom was a purposeful paradigm shift away from the industrial model of the teacher directed authoritarian classroom (Alterator & Deed, 2013). In this context, team teaching represented two or more teachers, (more often in primary schools) planning, teaching and working together in the same space with the equivalent of two or more classrooms of children.

Benefits of Team Teaching

Students learning in a team-teaching environment grow the help of multiple 65s on the curriculum and the opportunity to view the dynamics of a range of teachers (Buckley, 2000). Teachers are capable to maximize their own strengths and minimize weaknesses; learning from colleagues in a supportive and collaborative environment. The opportunity to plan co-operatively assists team teachers to enlarge a broader overview of the curriculum making connections for students and reducing the grain storage effect of subject disciplines (Buckley, 2000). Team teachers have opportunities to hold colleagues with problem solving, utilizing the knowledge, skills and experience as well as approach in the team and like co-teaching, are able to model collaborative skills for their students. The Centre for Educational Research and Innovation disagrees team teaching provides an appropriate structure for professional learning communities via collaborative analysis of pedagogy therefore, enabling teachers to recover practice on an ongoing basis. Team teaching presents a positive option to traditional classroom teaching and in particular to the grain storage curriculum effect apparent in more traditional schools.

Concept of Management

The term 'Management' refers to the ability of controlling and making choice in business or similar organization as the process of dealing with or controlling people or things. Kreitner & Kinicki, (2007) view that management is a process of manipulative or maintaining an ambience in which individual working together in group successfully accomplishes selected aims. Therefore, we can say that management is the process of planning, organizing, leading and controlling the work of organizational goals. Management is the way of presenting the art of organization to achieve the goals. It indicates that management is the process of getting things done professionally and through other people to attain expected goals which administer resource, employee and other obstacles to the organization, to fulfill this goal and objective successfully. For good management, we need these three vital skills such as organizer, lesson movement and communication with learner. From the above information, it is concluded that a good manager should have these functions: planning, organizing, staffing and leading (Pandey, 2012).

Classroom Management

Classroom management refers to all the teacher behaviors and classrooms' organizational factors that guide to an orderly learning environment. This contains the established routines, school and classroom rules, teacher response to student behaviors and the teaching that promotes a climate conducive to student learning. Discipline is the subset of management that focuses directly on teacher actions in response to the student behaviors that detracts from the order and safety of the environment or interferes with the opportunities to learn. These behaviors, commonly labeled misbehaviors include talking or leaving one's desk without permission, trapping a pencil, passing notes and poking or hitting other students, making hostile or sarcastic remarks or more seriously fighting, assaulting the teacher or carrying weapons to school.

We can easily find the teachers dominant role in classroom management. So, flexible teacher will be able to alter the situation as necessity. Flexibility is the dominant characteristic we would expect from genuinely adaptable teacher (Harmer, 1991). We can study classroom management from different perspectives or different aspects of it. A class-room is a place where students gather to learn. Creating a safe and orderly environment in the classroom is a survival skill for teacher to create. Such class-room environment has been studied and developed as the area of 'Classroom Management' for many years. In the early 1970s, classroom management was seen different from the classroom inspection. Teachers' management decisions were viewed as precursors to instruction and were treated in the literature as if they were content free. The image of teacher was first attending the classroom management decision.

Classroom management includes several issues ranging from furniture arrangement to discipline management. According to Richards (1990) classroom management refers to the ways in which students' behavior movement and interaction during a lesson are organized and controlled by the teacher to enabling teaching to take place most effectively. Likewise, according to Smith (1995) a good teacher is able to raise pupil's self-esteem, develop a positive work ethos without resorting to punitive regime, praise, rather than criticize and use pupil's enthusiasm and interest in a creative and positive way.

From the above information, we can say that class-room management is a planned and organized activity and procedure which allow for effective teaching and learning. Though there is the use of effective class-room, teacher is expected to manage students' behaviors that focus with the range from consistently attentive to mildly disruptive behaviors. Actually, classroom management is a key aspect of learning.

Teachers' Behaviors in the Classroom

Teacher behavior is the act of teaching, which is demonstrated by teacher in the classroom while teaching. It is also known as teaching or teacher behavior. Teacher behavior is crucial for learning a language. The way teacher behaves during teaching is almost guided by his own personal philosophy and environment. Teacher behavior may be regarded as a function of the characteristics of the teachers, his environment and the task in which the teacher engages (Harmer, 2007).

Teachers' behavior is teaching function which is practical classroom activities. These are verbal- questions, explains, and nonverbal movement, gesture, pause, demonstration, using blackboard. These behaviors are instructional activities practiced by teachers in the language classroom. Teachers' activities can be different from subject to subject. Teachers' behavior can be both desirable and undesirable behaviors but by nature desirable behaviors are effective and undesirable behaviors are in effective for the success of teaching process. Successful teaching takes place only when a teacher performs desirable behaviors in a classroom. Performing desirable behaviors in a classroom is a good sign of well managed classroom. To perform desirable behaviors, teachers have to play different roles in a classroom. Harmer (2007) lists different roles of teacher in a language classroom. They are: teacher as a controller, assessor, organizer, prompter, participants, resource provider, tutor, and investigator.

Similarly, Ghimire (2010) supported Harmer (2007) by listing the following role of teachers. They are organizer, resource, manager, controller, counselor, monitor, observer, informants, assessor, prompter, participants, model, tutor, investigator, performer, and teaching aid, provider of comprehensible input, motivator, resource person, feedback provider, facilitator and observer. Only experienced teacher can manage class effectively. Different scholars have identified quality of a teacher in three broad terms. They are personal quality, social quality and professional quality. However, we can mention the following qualities as the hallmarks of good teacher. They are intelligence, health, love of children, effective personality, and enthusiasm, a sound philosophy, ability to establish rapport and ability solve the problems.

A skilled teacher is a good philosopher who has content knowledge with the ability to use it in the classroom environment. The teacher performs multiple roles according to the nature of the activities in the context of class. Skillful teacher can manage students' behaviors by performing different roles to make their teaching effective. To make desirable modification in teaching, teachers improve undesirable behavior of the teacher and students. Teacher's undesirable behavior might be some causes of ineffective classroom. So, behavior modification is a continuous progressive process in teacher behavior for professional teachers. In service training programme or pre-service education seeks the needed modification and improvement of the existing teaching. Modifying the way of interaction with the

students and improving own behaviors as a teacher is essentially effective to manage challenges in the language classroom.

Students' Behaviors in the Classroom

The reaction in action or something in the classroom situation by students is called students behavior in a classroom. In other words, whatever they perform in a classroom is students' behavior. Mishra (2009), contracts with different forms of students' behavior. They are troublesome behavior, emotional behavior, aggressive behavior and disruptive classroom behavior.

Shrestha (2010) says that by nature students will have bad behaviors in general. In case of teaching and learning process, teacher always complains discipline problem of the students that are causes of failure or behavioral problems on internal characteristics of students. The teacher believes on the school environment in a prime location for resilience to be nurtured. Treatment of bad behavior is implemented to lead to successful outcomes or effectiveness of teaching. Teaching learning process cannot be separated from students' behavior and teacher behavior.

Mishra (2009) states that a teacher tends to value academic progress over behavioral progress. Progress is needed on bad behavior. Good behaviors are practicing to sustain academic progress. Students' disruptive behaviors should be well managed to get the academic goal in the institution or in the classroom. Successful classroom management includes the use of group contingences to keep the group on task and functioning smoothly without disruption and strategies for dealing with disruptive behavior to keep individual students involved in productive work.

D. Conclusion

Collaborative learning represents a great change away from the typical teacher-centered or lecture-centered environment in classrooms. In collaborative classrooms, the lecturing/listening/note-taking process may not disappear, but it lives along with other processes that are based in students' discussion, group discussion and active work as well as active participation with the course material. Collaborative learning is the educational approach of using groups to develop learning through working together. Groups of two or more learners work together to solve problems, complete tasks, or learn new concepts. Collaborative learning can occur peer-to-peer or in larger groups. Peer learning, or peer instruction, is a type of collaborative learning that involves students working in pairs or small groups to discuss concepts or find solutions to problems. Similar to the idea that two or three heads are better than one, educational researchers have found that through peer instruction, students teach each other by addressing misunderstandings and clarifying misconceptions.

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