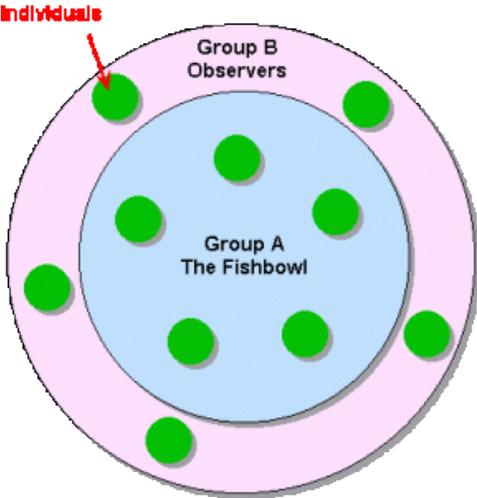


## Coach's Corner by Mrs. Spencer

### What Does Collaborative Reasoning Look & Sound Like?

Collaborative reasoning is an instructional technique for improving comprehension and critical thinking. Students are given articles to read which give evidence for both sides of an issue. They are then presented with a 'big question' and asked to choose a side. Working with students on the same side of the issue, they find evidence from the articles, as well as adding their own thinking to support the opinion and build their argument.

A few students from each side of the issue may then be selected to fishbowl, or demonstrate, what the debate will look and sound like while the rest of the class observes. Finally, all students are given the opportunity to debate the issue in small groups in order to try to persuade their classmates to their side. This is a very student centered process with the teacher acting as the facilitator.

| Collaborative Reasoning Looks Like  | Collaborative Reasoning Sounds Like  |
|---|--|
|  <p>The diagram shows a large pink circle representing the whole class. Inside it is a smaller light blue circle representing 'Group A The Fishbowl'. Six green circles are arranged in a ring around the blue circle, representing 'Group B Observers'. A red arrow points to one of these green circles with the label 'Individuals'.</p>  <p>A photograph showing a group of students sitting in a circle on the floor in a classroom. They are engaged in a discussion or activity, with some looking at papers and others looking towards the center of the circle.</p> | <p><b><u>Teachers</u></b></p> <ul style="list-style-type: none"><li>- presenting a current issue that has two sides/opinions</li><li>-giving the students a 'big question' to consider</li><li>-guiding students in finding evidence in the article to support their opinion</li><li>-helping students think through the counter-argument/what the other side will say</li><li>-teaching students conversational moves for debating</li><li>-facilitating discussions about strengths and next steps for the group in the fishbowl</li><li>-asking probing questions to get students to strengthen their position</li></ul> <p><b><u>Students</u></b></p> <ul style="list-style-type: none"><li>-choosing a side of the issue</li><li>-working with classmates to pull out text evidence to support their opinion</li><li>-adding their own thinking to support the opinion</li><li>-thinking through counter-arguments and how to respond to the counters</li><li>-volunteering to debate in the fishbowl</li><li>-debating with text evidence and their own thinking as well</li><li>-having to 'think on their feet' and respond in the moment</li><li>-using conversational moves to add to or contradict others' thinking</li><li>-excited to 'debate' each other</li></ul> |

