

APPLICATION OF COLLABORATIVE TEACHING METHOD IN GROUPS IN GEOGRAPHY SUBJECTS IN ETHNIC MINORITIES UNIVERSITY PREPARATORY SCHOOL

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Using collaborative teaching method in groups in Geography subjects at Ethnic Minorities University Preparatory Schools not only promotes the positive, self-conscious, creative initiative of students, facilitates students' participation, sharing experiences and learning ask each other to prepare employees for the assignment of cooperation in the community, through which, many social skills are formed and developed such as social communication skills, problem solving skills, reporting skills, collaborative skills...Applying collaborative teaching method in groups in teaching process, it is necessary to pay attention to a number of issues on the principles of application, organization and application procedures and measures to organize activities. This will be the basis for teachers to apply to practice teaching.

Keywords: Methods of collaborative teaching in groups; Self assessment; Principles of application, application process, application measures; Geography subjects; Ethnic minorities university preparatory school.

1. Introduction

The system of Ethnic Minorities University Preparatory Schools in Vietnam is a special type of school that implements the Party and State's ethnic policies in fostering and creating sources of ethnic minority cadres for the provinces in the mountains regions and remote areas throughout the country. The curriculum of the Ethnic Minorities University Preparatory Schools is to supplement the knowledge and fostering culture for ethnic minorities students to have enough qualifications to attend universities and colleges according to the current regulations of the Ministry of Education and Training. The objectives of the subjects in general and the Geography subjects in particular at the Ethnic Minorities University Preparatory Schools are consolidating, systematizing, developing and completing basic general knowledge, fostering and improving the quality and ability, self-study skills and learning awareness to continue going to university and college for ethnic minority students. Therefore, the innovation of teaching methods of the subject towards capacity development for learners is currently a matter of top concern to realize that goal.

The method of collaborative teaching in groups is one of the modern teaching methods to use the collective intelligence of students to perform learning tasks. Through this method, students will be formed and trained a lot of skills in learning as well as communicating, helping students feel confident in themselves, express and develop their capabilities. This is especially significant because students in Ethnic Minorities University Preparatory Schools come from mountainous, remote, and ethnic provinces with different cultural traditions and customs, which are places with conditions for economic-social difficulties. Thus, the use of collaborative teaching method in teaching Geography subjects has been considered as one of the important factors contributing to the innovation of current geography teaching method in schools in general and Ethnic Minorities University Preparatory Schools in particular.

2. Research overview

2.1. Research the current situation of using collaborative teaching method in groups in teaching Geography subjects at Ethnic Minorities University Preparatory Schools.

2.2. Research to build requirements and principles when organizing the application of collaborative teaching method in groups in Geography subjects at Ethnic Minorities University Preparatory Schools.

2.3. Research to build the process of organizing collaborative teaching in groups in teaching Geography subjects at Ethnic Minorities University Preparatory Schools.

2.4. Building methods of organizing teaching in groups in Geography subjects at Ethnic Minorities University Preparatory Schools.

2.5. The results of the process of self-assessment and evaluation of students in group collaborative learning.

3. Research method

3.1. Group of theoretical research methods: Researching to analyze, synthesize, systematize, generalize theoretical documents on collaborative teaching methodology in groups at home and in the world, documents on characteristics of ethnic minority students, on the Ethnic Minorities University Preparatory Schools to build the theoretical basis of the research problem.

3.2. Group of practical research methods

- Observation method: The author uses the direct observation method: Studying Geographic lesson time of some teachers to find out if teachers and students have applied collaborative teaching method in groups and techniques, group discussion in Geography class like?

- Survey method: During the research, we used both types of surveys: Basic survey and sociological survey to learn about the reality of using collaborative teaching method in groups and using techniques in the group discussion process of teachers in current geography teaching at Ethnic Minorities University Preparatory Schools.

- Interview method: Conduct discussions with teachers and students in Ethnic Minorities University Preparatory Schools to learn their perceptions and attitudes about issues related to the research topic.

- Product research method: Studying lesson plans of teachers, notebooks and learning products of students to get more accurate, objective assessment information on the status of organizing and applying collaborative teaching method in groups, in Geography subject teaching at Ethnic Minorities University Preparatory Schools.

- Methods of collecting expert opinions: Interviewing and giving opinion sheets on the application of collaborative teaching method in

groups and techniques discussed in the teaching process with educational experts, teachers to collect the opinions of scientists, teachers with a lot of experience in teaching at Ethnic Minorities University Preparatory Schools to find the optimal research direction.

- Pedagogical experiment method: Experimental application of collaborative teaching method in groups and techniques in group discussion to organize cognitive activities for students in Geography subjects teaching at Ethnic Minorities University Preparatory Schools in order to confirm initial effectiveness, the feasibility of the proposed measures.

3.3. Mathematical method group

Using mathematical statistical methods, using SPSS to process the data obtained from the situation survey and pedagogical experiment.

4. Research results

4.1. Current situation of using collaborative teaching method in groups in teaching Geography subjects at Ethnic Minorities University Preparatory Schools

4.1.1. Survey results of teachers about group collaborative learning

* Organization and control of group activities: The results of the survey on group division are shown in the following chart:

* Level of using collaborative teaching method in groups of teacher

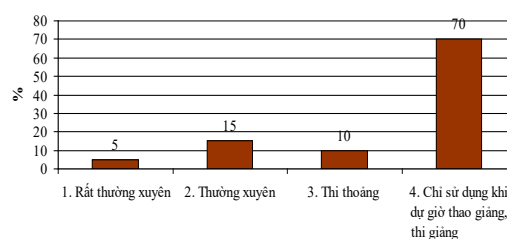


Figure 1. The frequency of using the method of group collaborative teaching of teachers

* About the process used and the discussion techniques in the organization of applying collaborative teaching method in groups: Through the synthesis of feedback, we found that the majority of the teachers interviewed said the process. They often use to organize, control discussions of group collaborative teaching are:

Step 1: Teachers state content, request discussion;

Step 2: Group and assign tasks to each group. After that, the groups discussed and recorded the minutes;

Step 3: Representatives of the groups present the results;

Step 4: Teacher summarizes, comments, provides conclusions.

* Awareness of the role of collaborative teaching method in groups: Through the questionnaire, 70% of teachers think that the group collaborative learning method creates learning success, 80% of teachers consider it to be an important contributor to collaborative teaching method, improve cooperation capacity between students, 75% of teachers enhance the role of collaborative teaching method in terms of contributing to positive and creative creativity in learning, developing social inclusion capacity and 67% of teachers, it is assumed that collaborative learning will enhance the ability of critical thinking and positive attitude to the subject, creating a healthy mentality, mutual love and responsibility of each student in the class.

* The effectiveness of learning the irrigation system and techniques in organizing learning groups: As a result, 15% of teachers rated it very effective, 60% of teachers thought that the method of collaborative learning was effective, 10% of The price is ineffective and 15% of teachers think that with their practical teaching conditions, organizing group activities is not effective. Through the process of organizing learning activities of group collaborative, 78% of teachers noticed the interest and positiveness of students in the lessons.

4.1.2. Survey results of students about group collaborative learning

* Regarding the learning needs of the students of the Ethnic Minorities University Preparatory Schools, the average survey results show that 87.5% of the students want to regularly learn the group collaborative.

With these results, initially, in the Ethnic Minorities University Preparatory Schools, although the group collaborative learning has been used but not yet much, it has had a positive impact on the effectiveness of teachers' teaching, making the lesson lively and exciting. Feel more excited, study with a relaxed mind. From there, it contributes to overcome the situation of "Teachers reading and Students writing only" in teaching Geography subjects, creating conditions for students to work more, promote the positive, proactive and creative students in the process. study.

* Regarding the frequency of group study of high school students:

4.2. Requirements and principles when

organizing applying collaborative teaching method in groups in Geography subject at Ethnic Preparatory Schools

4.2.1. Requirements when organizing applying collaborative teaching method in groups in teaching Geography subjects at Ethnic Minorities University Preparatory Schools

- Requirements for teachers:

+First, the teacher must understand the nature of collaborative teaching method in groups:

The first stage: Students are put into specific and vivid situations;

Second stage: Cooperating with other members;

Third stage: Cooperation with teachers;

The fourth stage: Self-examination, evaluation and additional adjustment of shortcomings.

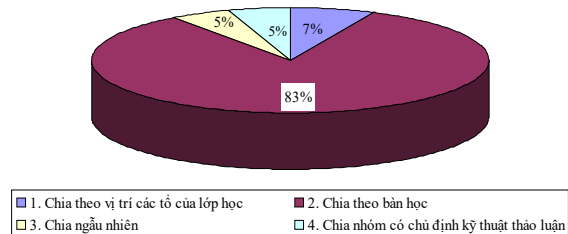


Figure 2. Method of grouping in the organization of collaborative teaching method in groups of teachers

+ Second, teachers must be aware and well perform the role of the teacher in the process of organizing collaborative teaching activities in groups: Collecting information about learners; Identify common goals for group activities; Prepare necessary documents and means; Select the appropriate content, topic ...

- Requirements for students: Recognize correctly and fully the assigned tasks; High sense of responsibility, positive, self-reliance not on other members of the group; Students' learning activities must be performed under the supervision, organization, control and guidance of teachers; Respect for the opinions of other members, not confrontation but debate and dialogue; Do not talk or work privately during group discussions.

- Requirements on facilities: Facilities serving the process of organizing and applying collaborative teaching method in groups such as classroom size, classroom space must also be ensured and arranged appropriately so that contribute to high efficiency of the discussion process.

4.2.2. Principles when organizing the application of collaborative teaching method in groups in teaching Geography subjects at Ethnic Minorities

University Preparatory Schools

- Ensuring dialectical relationship between the leading role in organization, control and guidance of teachers with the positive, proactive and creative skills of students.

- Ensuring the harmony between individual study styles, group study and group learning.

- Ensure systematicity; practicality; Comprehensive.

- Ensuring the differentiation: Differentiating in the design of learning tasks; Differentiation in organizing learning groups; Differentiation in organizing and controlling group collaboration activities; Differentiation in performance evaluation among groups.

4.3. Process of organizing collaborative teaching in groups of Geography teaching at Ethnic Minorities University Preparatory Schools

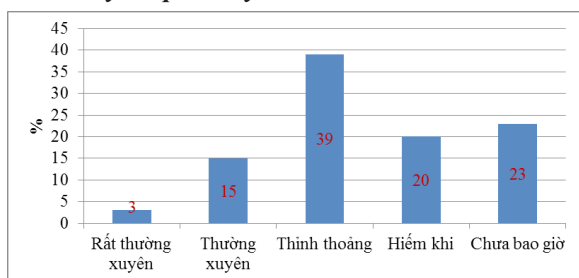


Figure 3. Frequency of studying group of students at high school

One of the important solutions to maximize the advantages of collaborative teaching method in groups in teaching in general and teaching geography in Ethnic Minorities University Preparatory Schools in particular is the combination of flexible use between organizing the application of collaborative teaching method in groups with group discussion techniques and other active teaching methods, thereby gradually improving the effectiveness of this active teaching method, because there is no practical and optimal teaching method. Teaching method of collaborative learning in groups has many techniques for grouping discussions: (1) Group of two and three students sitting at the table for exchanging and discussing - called the “buzzing” group; (2) Combine two or three “buzz” groups into one large group, to discuss more complex questions - called “pyramid” groups; (3) Have a discussion group, an observation group, listen, comment and then change positions between the two groups. Two groups relay to each other for discussion - called the “aquarium” group (4) Divide students into several groups, equal to the number of problems in the lesson content, each group discusses

a problem according to the group number, then changes positions to another group. The person who sat in the group with which order number will guide the group to discuss the question of that number and eventually the whole class discuss and the teacher summarizes - called the group “alternately”.

4.4. Measures to organize collaborative teaching in groups in Geography subject at Ethnic Minorities University Preparatory Schools

4.4.1. Use a variety of teaching techniques in group discussions

One of the important solutions to maximize the advantages of collaborative teaching method in groups in teaching in general and teaching geography in Ethnic Minorities University Preparatory Schools in particular is the combination of flexible use between organizing the application of collaborative teaching method in groups with group discussion techniques and other active teaching methods, thereby gradually improving the effectiveness of this active teaching method, because there is no practical and optimal teaching method. Teaching method of collaborative learning in groups has many techniques for grouping discussions: (1) Group of two and three students sitting at the table for exchanging and discussing - called the “buzzing” group; (2) Combine two or three “buzz” groups into one large group, to discuss more complex questions - called “pyramid” groups; (3) Have a discussion group, an observation group, listen, comment and then change positions between the two groups. Two groups relay to each other for discussion - called the “aquarium” group; (4) Divide students into several groups, equal to the number of problems in the lesson content, each group discusses a problem according to the group number, then changes positions to another group. The person who sat in the group with which order number will guide the group to discuss the question of that number and eventually the whole class discuss and the teacher summarizes - called the group “alternately”.

* *The effectiveness of group collaborative learning in high schools:*

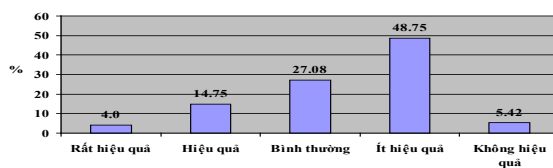


Figure 4. Evaluate the effectiveness of student's group learning in high school

4.4.2 Combination of collaborative teaching method with methods of using visual media

In geography teaching, cognitive objects are territorial, spatial, motive and change over time, have relationships with other phenomena, so we often use specific types of visual teaching equipment to such as: map, tables, charts, diagrams, pictures, videoclips,...Through this medium, students have

visual images of cognitive objects, subjects and cognitive objects meeting, making the cognitive process easier and more profound. Therefore, in order to well organize the discussion process of students in Geography teaching, teachers must know how to create visual images of cognitive objects in order to shorten the observation distance between cognitive subjects and phenomenal objects, very far

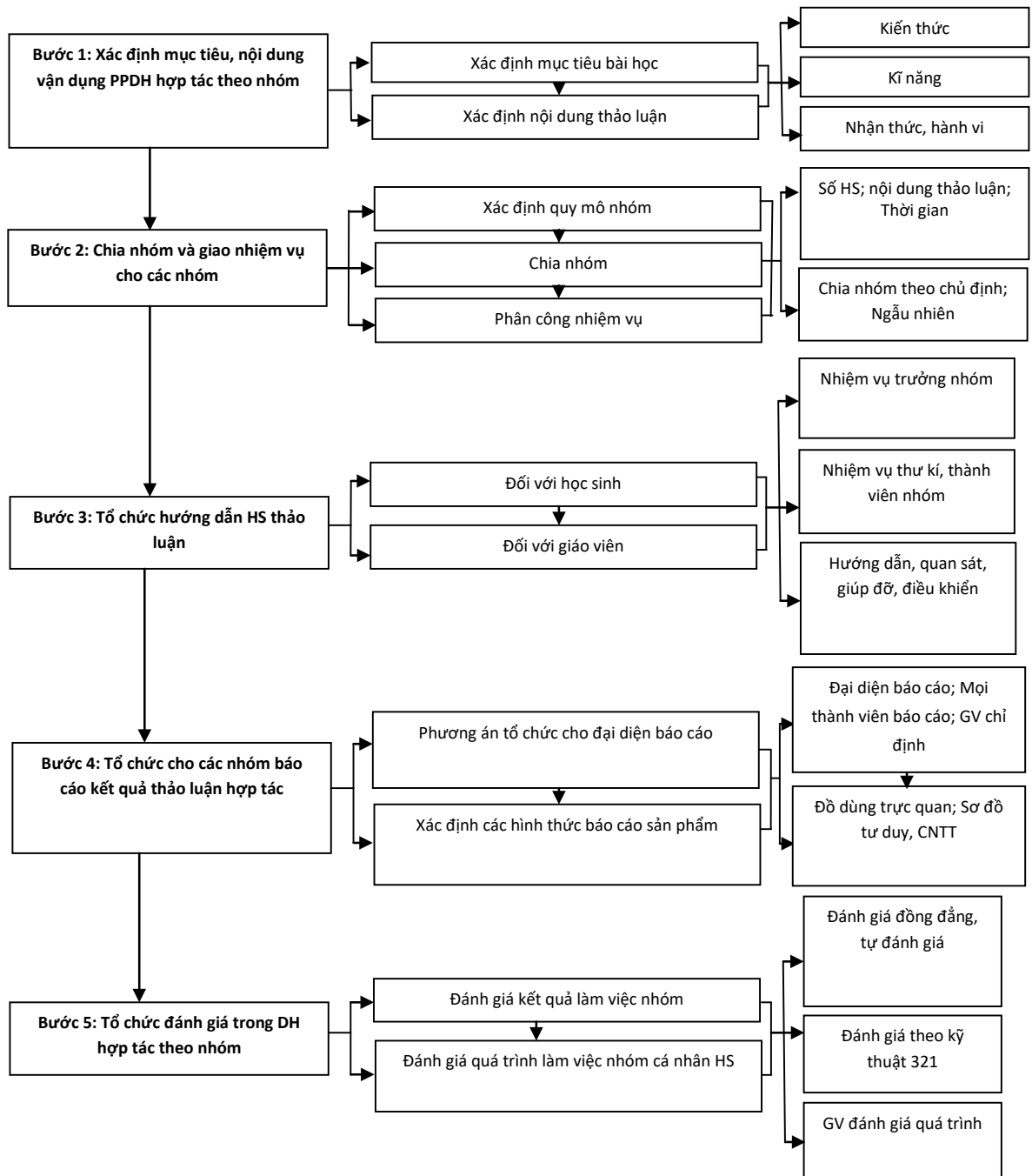


Figure 5. Process of collaborative teaching in groups

in space and time.

4.4.3. *Combining collaborative teaching method with setting and solving problems teaching method*

Teaching of setting and solving problems is understood as organizing teaching process including creating situations, creating problems during lessons, stimulating in students the need to solve arising problems, involving them in activities. self-reliance awareness, in order to master new knowledge, skills and techniques, develop the positivity of intelligence and develop in students the ability to understand and comprehend new scientific information by themselves. Teaching problem solving will create demand, create excitement for cognitive activities of students, motivate them to actively exchange and explore to solve problems. Therefore, in order to create a favorable environment for students to exchange and cooperate to solve set learning tasks, it is necessary to teach problem solving, especially to create problematic situations.

4.4.4. *Combining teaching method of group collaboration with Information and Communication Technologies applications (ICTs) (Figure 5)*

The application of ICTs in Geography teaching is to raise a basic step of learning quality, create an interactive and highly collaborative educational environment, students are encouraged and facilitated to actively seek for knowledge together, streamlining the process of self-learning, self-training and promoting their capabilities. Increasing the use of ICTs in teaching collaborative teaching in groups will help students form the capacity to use ICTs to serve their own learning, research and working. Applying ICTs in collaborative teaching method in groups will create learning and teaching environment for both teachers and students.

4.4.5. *Combining teaching method in groups with building cognitive exercises in teaching Geography at Ethnic Minorities University Preparatory Schools*

- Develop the type of exercises to explain in organizing group collaborative learning
- Develop the form of proof exercises.
- Develop comparative exercises in Geography.
- Develop the form of analytical exercises

4.5. **The results of the process of self-assessment and evaluation of students in group collaborative learning**

4.5.1. *Self-assessing individual's contributions*

in the learning and working process in groups

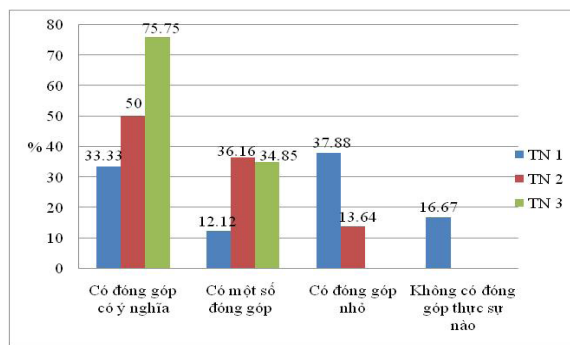


Figure 6. Compare the process of self-assessment of individual contributions of students in the group collaborative

With the adjustment in the process of organizing and guiding students so that each individual student is aware of his or her role and contribution in group activities. Therefore, students are actively active and aware of responsibilities and individual contributions to the group in the process of cooperation and work has increased significantly, students find themselves making meaningful contributions and responsibility to the group and no individual students feel that they have no role and contribute to the group anymore.

4.5.2. *Self-assess the process of exchanging, sharing and contributing ideas.*

The process of self-assessment of students on skills of exchange, sharing and comments of students after studying hours in groups also has positive changes. This proves that, through the process of group collaborative learning, students have a higher awareness of learning, promoting critical thinking, cooperation capacity, sharing and responsibility.

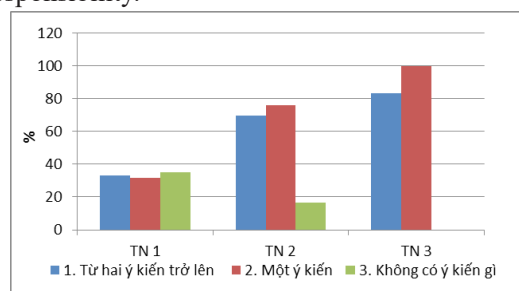


Figure 7. The process of self-assessment of the process of exchanging, sharing and contributing personal opinions of students in the group collaborative learning

Self-assessment of reporting capacity in group collaborative process

Reporting skills through the process of organizing group collaborative activities, students have been trained to report, present problems before class and step by step help them be brave and more confident in the learning process as well as in practice.

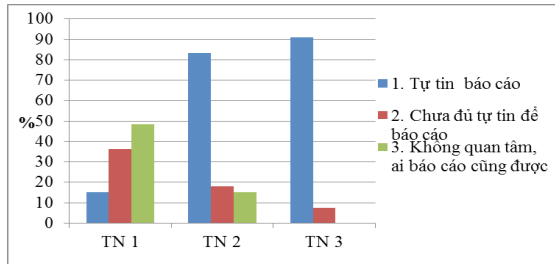


Figure 8. Compare the process of self-assessment of the ability of individual students to report in the group collaborative after experiment

Self-assess work consciousness in study groups

The process of organizing learning activities of group collaborative has contributed to raising the awareness of learning, working as well as promoting the sense of responsibility of students for their own learning tasks as well as responsibilities for common tasks, that is also one of the goals in teaching according to capacity development orientation.

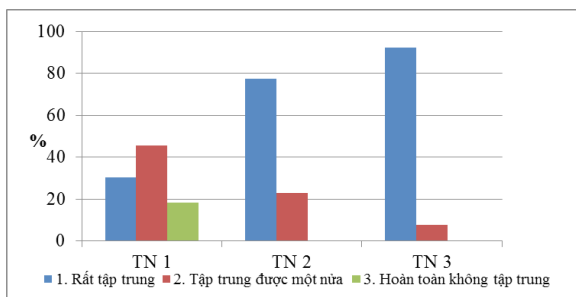


Figure 9. The process of self-assessment of working consciousness of students individual in the group collaborative

Assess and recognize your strengths while working in a team

With the criteria of self-recognition and evaluation of the best aspects of themselves that can be done after the process of group collaborative learning, after TN1, the criteria of group discussion and reporting are quite low, only 15.15% of students are self-sufficient, assessing themselves as strong, 30.30% think that they can best fulfill the criteria for listening and recording opinions in the group.

After TN2 and TN3, showing very positive

results about the self-assessment process, aware of the individual's own abilities in each student's group collaborative learning action.

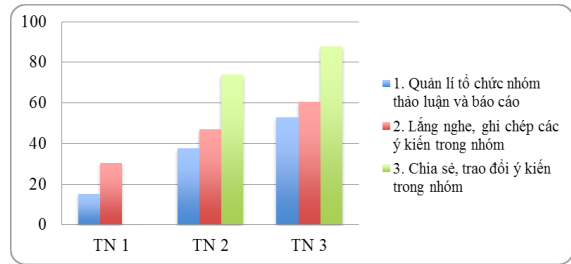


Figure 10. Self-assessing the strengths of students individual in the post - group collaborative action

Evaluate your results after group collaborative lessons

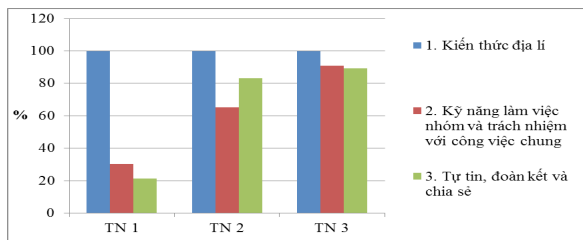


Figure 11. Self-assessing the results obtained by students individual in the group collaborative learning process

The result obtained after three self-assessments is that 100% of the students self-see that the first result that they have acquired and formed while group collaborative learning is knowledge of Geography.

5. Conclusion

Through the application of collaborative teaching method in groups of teaching Geography at Ethnic Minorities University Preparatory Schools, the cognitive activities of students have been active, trained the subject's skills, continued to form and develop basic competencies for ethnic minorities students such as communication ability, capacity to use ICTs, cooperation and teamwork, presentation and reporting capacity to promote positiveness, self-awareness, ability to be creative and creative in activities, awareness of students, creating conditions for students to participate, share experiences, learn from each other in preparation for labor division of cooperation in the community through which this way has a lot of social skills. Therefore, the use of collaborative teaching method in groups is a very practical and effective solution.

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ÁP DỤNG PHƯƠNG PHÁP GIẢNG DẠY HỢP TÁC THEO NHÓM TRONG MÔN ĐỊA LÝ Ở TRƯỜNG DỰ BỊ ĐẠI HỌC DÂN TỘC

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Tóm tắt

Sử dụng phương pháp dạy học hợp tác theo nhóm trong môn Địa lý ở trường dự bị đại học dân tộc không chỉ phát huy tính tích cực, tự giác, khả năng chủ động sáng tạo của học sinh, tạo điều kiện cho học sinh cùng tham gia, chia sẻ kinh nghiệm, học hỏi lẫn nhau, chuẩn bị cho lao động hợp tác trong cộng đồng mà qua cách học này rất nhiều kỹ năng xã hội được hình thành và phát triển như: Kỹ năng giao tiếp xã hội, kỹ năng giải quyết vấn đề, kỹ năng báo cáo, kỹ năng hợp tác... Vận dụng phương pháp dạy học hợp tác theo nhóm trong quá trình dạy học cần quan tâm tới một số vấn đề về nguyên tắc vận dụng, quy trình tổ chức vận dụng và các biện pháp để tổ chức hoạt động học tập. Đây sẽ là cơ sở để giáo viên có thể vận dụng vào thực tiễn dạy học.

Từ khóa

Phương pháp dạy học hợp tác theo nhóm; Tự đánh giá; Nguyên tắc vận dụng, quy trình vận dụng, biện pháp vận dụng; Môn Địa lý; Trường Dự bị đại học dân tộc.