



EPISODE 6

RALLYROBIN: ENGAGE STUDENTS THROUGH COLLABORATION



What does effective student collaboration look like? When students work in pairs or groups, how do we ensure equal participation and engagement?

SUMMARY

- Three critical facets of engagement are connection, cognition, and collaboration
- Asking students to “get with a partner” or complete group work can lead to a range of contributions from students based on their personality, confidence level, and understanding of content
- Kagan Cooperative Learning provides templates for pair and group work that take the guesswork out of who will contribute and when
- Rather than relying on cold calling, use RallyRobin to increase engagement and participation to 100% of students

RESEARCH

- Collaboration means students are active participants in the lesson, increasing engagement and learning
- Cooperative learning promotes individual accountability and equal participation better than traditional cold calling
- Studies have also shown that cooperative learning decreases behavioral issues in the classroom

HOW TO: RALLYROBIN

- Teachers gives a prompt to which there are multiple possible responses.
- In pairs, partners take turns orally stating responses.
- Optional: Teacher sets a timer for a designated amount of time (30 seconds, 1 minute, etc.)
- Teacher roams the room to “listen in” on conversations
- Optional: Students writes their own and their partner’s responses on their own paper as they are shared.
- Teacher uses a predetermined attention signal to call students’ attention back to the whole group.

CLICK FOR A DETAILED IMPLEMENTATION CHECKLIST



CONNECTED CLASSROOMS



EPISODE 6

RALLYROBIN: ENGAGE STUDENTS THROUGH COLLABORATION



DISCUSSION

- What does effective student collaboration look like?
- When we ask students to “get with a group” or “work with a partner,” are we providing the structure and guidance for effective collaboration?
- Which students are contributing and participating? How much? How do we know?
- Are students participating equally to pair or group work?
- How would you adjust or adapt RallyRobin to suit your students and subject area?
- If you were to implement RallyRobin in your classroom, how might that change student engagement or academic outcomes?
- What obstacles would you expect to encounter? How might you overcome them?

SOURCES

- Gradone, D. Increasing Student Participation, Interest, and Communication with Cooperative Learning Structures. San Clemente, CA: Kagan Publishing. Kagan Online Magazine, Issue #53.
- Johnson, D. W., & Johnson, R. T. (2018). Cooperative learning: The foundation for active learning. *Active learning—Beyond the future*, 59-71.
- Clowes, G. The Essential 5: A Starting Point for Kagan Cooperative Learning. San Clemente, CA: Kagan Publishing. Kagan Online Magazine, Spring 2011.
- Kagan, S. Kagan Structures Decrease Disruptive Behavior. Kagan Online Magazine, Issue #58. San Clemente, CA: Kagan Publishing.
- Kagan, Spencer, and Miguel Kagan. *Kagan Cooperative Learning*. San Clemente, Calif., Kagan, 2009.
- Kagan, Spencer, et al. *59 Kagan Structures: Proven Engagement Strategies*. San Clemente, Ca, Kagan, 2016.

For books, research, professional development, and resources on Kagan Cooperative Learning Structures, visit www.kaganonline.com.