



BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

**SECONDARY STUDENTS' BELIEFS ABOUT COLLABORATIVE
WORK**

**A THESIS SUBMITTED TO THE FACULTY
OF LANGUAGES FOR THE DEGREE OF
“LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS”**

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PUEBLA, PUEBLA

MAY 2018

Secondary Students' beliefs about collaborative work

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ABSTRACT

This thesis reports on the results of a qualitative study concerning secondary students' beliefs about collaborative work. The study was carried out in a Telesecundaria school in Zacatlán, Puebla. Its primary aims were to know what students think about collaborative work, how often they work in teams, how they get involved and to what extent they consider have learnt from others while working together. Research data were collected by using observations, interviews and stimulated recall. They were used in order to explore and attempt to understand secondary students' beliefs.

The research findings revealed most of the participants considered collaborative work as a positive learning process through which they develop skills, learn from their classmates, receive support, get along with classmates, among others benefits. This study attempts to contribute to emphasize the use of collaborative work in the classroom.

In overall conceptual terms, the study has attempted to know and understands the Mexican secondary students' beliefs about working collaboratively.

DEDICATIONS

To my mom who is the most important person in my life and who has all my admiration.

To my dad who always has supported me all my life and makes me feel safe.

To my older brothers Gabriel and Misrraim who have always taken care of me, and always want
the best for me.

To my grand mom Teresita and my grand dad Javier because they are the best example for me of
perseverance, solidarity and kindness.

To my nephews Javier, Gabriel and Mateo and my niece Maria José whom I love so much and
who make me feel alive because they are my happiness.

ACKNOWLEDGEMENTS

I really want to acknowledge to teacher Ame who was my thesis director and who guided me during this process. She gave me support and motivation to finish my thesis. I really appreciate her time because even she was busy, she always had time to read and provide feedback to improve this project.

To the Telesecundaria school “José Baudelio Candanedo” which always has opened its doors to do my project research.

To teacher Rosa Maria Hernández Orta from the Telesecundaria “José Baudelio Candanedo” to support me in this project and let me apply my instruments with her students.

Last, but certainly not least, thanks to my readers who wanted to be part of this project and for all of their time and feedback to obtain this meaningful research.

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CHAPTER I: INTRODUCTION

1.0 Introduction

Collaborative learning is a pedagogical model that encourages interaction and construction of knowledge in a collective way among teachers and students (SEP, 2011). Collaborative learning has been defined from different perspectives. According to Igbo, Ikechukwu and Victoria (2015) collaborative learning helps students to learn from each other, contributes to give ideas to students in order to solve problems in teams and helps students to be persistent to get a common educational goal. In a similar way, Serrano and Biedermann (2015) define Collaborative Learning as a learning process in which students become active members in a community and as a result they turn into more reflexive learners who analyze and draw conclusions to achieve their learning goals and make their learning process more formative. Taking into account these definitions it can be said that Collaborative Learning is a teaching-learning process which encourages students to share knowledge, solve problems and become autonomous.

According to some researchers Collaborative learning has had a positive effect on students' interpersonal skills in both their personal and professional development (Roselli, 2011). For instance, San José, Lizandra, Torres and López (2014) say that Collaborative Learning helps students to get better results in their learning process; the cause of this could be the size and composition of the group and also the social status. Furthermore, the relationship among students can influence their learning processes. In the same way, in a study carried out by San Jose (et. al, 2014) determined that students' learning outcomes were greater playing collaboratively. In fact, one main finding of this investigation was that the game could be used as an effective transmitter

of knowledge both collaboratively and individually, but the collaborative mode facilitates learning to a greater extent than the individual mode.

Moreover, Roselli (2011) mentioned that Collaborative Learning promotes interchange and participation among students to get a sharing knowledge. In fact, working collaboratively increases students' learning. The purpose of this research was to show that collaborative team groups had to learn the physical explanation of various issues of daily life in the own opinion of the students. In this research it was found that the explanations of the students in collective situation who interacted with "instructed" pairs approached considerably the appropriate scientific answers.

Thus, taking into account the multiple benefits of working collaboratively, this research aims to explore what Mexican secondary students' beliefs about collaborative work are, how they get involved while working in teams, what they think about this type of working and how that way of working has contributed to their learning outcomes.

1.1 Justification

The origin of this research was based on the idea of knowing how students learn better and increase their knowledge when they interact with others. Nowadays, constructivist theory is a trend in educational curriculums because it is important that students construct their own knowledge through social interactions and experiences to obtain discovery learning and a deeper knowledge acquisition. But it is observed that some teachers and students are used to working in a traditional way, so when students begin working in teams, they faced some problems with their classmates or they do not sympathize. Sometimes teachers do not want to make students work in

teams because they often think that it could be a waste of time, even though working collaboratively lead students to learn (Romo, Álvarez and González, 2011). Thus, it is important to explore students' beliefs towards collaborative work and how this way of working can contribute to their learning outcomes. This project studied one specific group of people to get students' beliefs about working collaboratively.

1.2 Significance of the study

The value of this research focuses on collaborative learning. Recent studies from Igbo, Ikechukwu and Victoria (2015) have shown the positive effects that this learning process has had on students' academic development. While Romo, Álvarez and González (2011) emphasize that working collaboratively learners become more active and autonomous in their learning process as well as they learn from others and develop social skills. In addition, collaborative learning promotes shared learning, and the practice of values within the classroom. In light of this, the significance of this project is to explore how Mexican secondary students are involved working in teams and what their beliefs are. It is also worth to mention that the students who participated in this program are part of a Telesecundaria and in this type of schools the syllabus encourages to work collaboratively.

1.3 Purpose of the study

The purpose of this paper is threefold. Firstly, this paper aims to explore how Mexican secondary students are involved working collaboratively. Secondly what they think about this type of learning. Finally if they believe that they have learnt from others.

1.4 Location of the research

This research was carried out with a group of students from a Telesecundaria School. These types of schools work very differently from others because their classes are taught only by one teacher. Before the class starts, there is a special TV program for the subject and all programs are transmitted via satellite in all the Mexican Republic. Such TV programs last from ten to fifteen minutes and after students watch them, the teacher works with the topic.

This place was chosen because Telesecundaria model has focused on promoting the formation of critical and reflective individuals, making the student responsible for the construction of their own knowledge, within a framework of scientific and humanistic education. It promotes collaborative work, the development of research and communication skills, as well as the interaction of students with their community and the community with the students (SEP, 2011).

1.5 Background of the research

This research project was chosen to know how working collaboratively influences students' learning processes and the benefits it can bring to their learning processes. Moreover, it was chosen based on my personal experience because when I worked in teams sometimes my classmates and I did not organize our collaborative work and we did not solve the problems that we faced. Apart from this when I had the opportunity to work, I noticed that some students did not like working in teams and they prefer working individually. I consider, it is important that students know the benefits that they can through working collaboratively. For instance, by working collaboratively students can construct their own understandings, create meanings, solve problems, and contribute ideas among others.

1.6 Research aims

The research aims of this research were:

1. To explore what secondary students think about working collaboratively.
2. To explore the frequency they work through collaborative activities and which activities they use the most.
3. To know how they get involved while working collaboratively.
4. To investigate the extend secondary students consider that they have learnt from others through working collaboratively.

1.7 Research questions

This project addresses the following research questions:

General question:

1. What do secondary students think about working collaboratively?

Specific questions:

1. How often do Mexican secondary students work collaboratively?
2. How do Mexican secondary students get involved while working collaboratively?
3. To what extend do secondary students consider that they have learnt from others through working collaboratively?

1.8 Chapter conclusion

This chapter presented the principal aim of this research which is secondary students beliefs working collaboratively, studying a specific group of people. Leading to the research questions, the broad aim of the study and the objectives were described. Also, it was mentioned the reason behind the study, and where this project took place.

The next chapter will discuss the theoretical background of this research. Chapter III will describe the methodology used by describing the method, the instruments, and the procedure that guided this project. In Chapter IV the research questions will be answered and the results will be presented and discussed. Finally, Chapter V will present the conclusion.

CHAPTER II: LITERATURE REVIEW

2.0 Introduction

The purpose of this second chapter is to provide information related to the research and that will help to understand the context of this investigation. The first topic presented is theories of learning in which Behaviorism, Cognitivism and Constructivism, Social Constructivism and Zone of Proximal Development are explained because they are the base of collaborative learning. The second topic is teaching/learning process which talks about how teachers and students are involved in it to construct collaborative environments. The third one is classroom management in which are presented classroom layouts techniques. The fourth topic presented is Collaborative Learning which explains the meaning of this term, the types of collaborative groups and work collaboratively to build learning, as well as students' and teachers' role in collaborative learning. Moreover another topic that it is important to mention is pillars of knowledge in order to create an integral education in the teaching-learning process. Communication in team work and creation of learning environments, the definition and how they can be used to promote collaborative learning also are explained. Life skills which are part from 592 SEP's agreement and it is important to mention them because they should be developed working collaboratively in Telesecundaria Schools and also social skills. Finally, even this research focus on collaborative learning it is made a comparison between cooperative learning to avoid confuses and to have a better understanding of each one.

2.1 Theories of Learning

“Theory of learning refers to a well- documented explanation for a phenomenon related to teaching and/or learning, motivation, memory, achievement, and intelligence. (Treacey and Morrow, 2006, p.4)” There are different theories that study the teaching-learning processes, but

due to the nature of this research only two of them will be explained Cognitivism, and Constructivism. The present investigation is about collaborative learning.

2.1.1 Behaviorism

There is a variety of definitions that explain Behaviorism. According to Tracey and Morrow (2006) Behaviorism is a theory of learning that is focused on observable changes in behavior. In Behaviorism it is believed that organism's or a person's behavior is the result of response to stimuli and individual's behavior that can be manipulated by external stimuli. Meanwhile Zhou and Brown (2015) mention that Behaviorism has been employed in education and it promotes desirable behavior and discourages that which is not.

In the same line, contracts, consequences, reinforcement, extinction and behavior modification are methods derived from behaviorist theory for practical classroom application. In addition the Teaching and Resource Center of University of California (2016) say that in behaviorism teacher transmits the information to student, in order to the learner responses in an appropriate way certain stimulus. The aim of education is that behavioral responses to specific stimuli have to be reinforcing through an effective reinforcement. The effective reinforcement involves consistent repetition of material; progressive sequences of tasks; and continuous positive reinforcement. Learners modify their behavior all time and if they do not receive positive reinforcement, they will quickly become extinct the learned responses.

Thus, based on the previous information it can be said that learning from his perspective is considered limit knowledge transmitted by the teacher and learners are, passive and manipulative, thus they need constant stimuli in their learning process, during the process their behavior changes and their understandings is reinforced.

2.1.2 Cognitivism

In contrast to Behaviorism in words of the author Schunk (2008) learning from the cognitive perspective is learnt in social environments. Bandura (1982, 1997) in his theory said human functioning is a variety of reciprocal interactions like personal factors, behaviors, and environmental events. The construction of learning turns into an information processing activity in which knowledge as symbolic representations serving as guides for action is cognitively represented. In an active way, learning occurs through actual performances and vicariously by observing models.

In addition Stajkovic and Luthans (1998) mention that motivational and self-regulatory mechanisms are part of cognitive theory, which extends beyond learning and modifying behavior through reinforcing consequences. Through cognitive processes of information, learning is considered as knowledge acquisition. In cognitive learning the environmental origins of much human thought and action are acknowledged by the “social” part, and the influential contribution of cognitive process to human motivation and action are recognized by the “cognitive” portion.

On the other hand, Zhou and Brow (2015) have referred to Piaget’s theory as adaptation of instruction to the learner’s developmental level has to be consistent with the developmental level of the learner. Teachers provide facilitate learning through a variety of experiences. Learners can explore and experiment encouraging their new understandings in “discovery learning.” Students have the opportunity to work with others with different cognitive levels and they can help to their classmates to advance in his understandings.

Then, it can be concluded that in cognitivism, learning becomes social and students have to start interaction with others. Also they should identify cognitive levels of their classmates and

they will have the opportunity to increase their understandings, teachers turn into a guide in the teaching - learning processes.

2.1.3 Constructivism

In the last years, constructivism has been popular in education syllabus, because as Tracey and Morrow (2006) mention in constructivism learners are active and a natural builder of knowledge in their learning process, and they complete their new knowledge with their existing knowledge. There are three other major components of constructivism. The first one mentions that as opposed to behaviorism theory learning is observable, constructivism consider that learning occurs through internal mechanisms that are unobservable and without noticeable indicators. The second component says that since a constructivist perspective, learning occurs from hypothesis-testing individual experience. Finally the last component considers that learning is a result of the “inferring” process.

Moreover the Teaching & Resource Center of University of California (2016) refer that constructivism considers learning as a process of active discovery, because knowledge is constructed in an active way by learners. Teacher facilitates and guides learners to assimilate new knowledge, as well as to modify the existing knowledge to accommodate the new, providing the necessary resources, also they need to know the knowledge level of learners to create and construct the curriculum.

However Schunk (2008) considers constructivism as an epistemology that explains the nature of learning. Constructivist theorists are in contrast with the existence of scientific truths, and they support discovery and verification. Knowledge is formed inside people. Learners are builder of their knowledge; it is not acquired automatically. There are a variety of constructivist approaches as self-construction, socially construction and construction equivalent to reality. In

constructivism through teaching and learning experiences students' thinking is challenged to get new knowledge constructed by them.

The main objective of constructivist learning environments is encouraged students to learn through rich experiences. It means that is important that learning will be active and collaborative, based on rich experiences. Teacher facilitates new knowledge and modifies previous knowledge.

2.1.4 Social Constructivism

In the same line of constructivism there is another constructivist theory named Social constructivism or sociocultural theory that its author is the Russian psychologist Lev Semiónovich Vygotsky (as cited in Kzulin, Gindis, Ageyev and Miller, 2003) mentions that Sociocultural theory considers human cognition and learning as social and cultural; sociocultural forces are important influence in learner's development and learning and mentions the essential role played by parents, teachers, peers and the community in significant kinds of interaction between learners and their environments. The development of learner's higher mental processes will depend on these interactions.

Furthermore Schunk (2008) refers that social environment in Vygotsky's theory is a facilitator of development and learning. The social environment through tools cultural objects, language, symbols, and social institutions, influences cognition. These cultural tools in social interactions and from internalizing and transforming cause cognitive changes. Sociocultural theory argues that learning is a social process. Students learn a lot while they interact with others. Create learning environments to promote social interactions facilitates learning.

Finally Woolfolk (1998) remarks in this theory implies that "learners' thought and behavior changes continuously and can vary from culture to culture" (as cited in Zhou and

Brown, 2015 p.30). Also Tomasello (1993) (as cited in Zhou and Brown, 2015) Vygotsky's theory mentions that interaction with people and cultural tools improve the development and provide to help from their own view of the world. There are three ways a cultural tool can be part from one individual to another. 1) Imitative learning, the person imitate or copy another. 2) Instructed learning uses teacher instructions to self- regulate. 3) Collaborative learning through a group of peers work together and to learn specific skills.

In conclusion social constructivism promotes that students turn into in a social individual and also encourages to get the knowledge through context where influence teachers, parents, classmates and general community; students learn interacting with others by imitative learning, instructed learning and collaborative learning.

2.1.4.1 Zone of proximal development (ZPD)

According to Chaiklin (2003) zone of proximal development assumes interactions between a more competent person and a less competent person, in order to the less competent person becomes proficient, no matter that initially was a jointly accomplished task. There are three characteristics that represent the common interpretation of ZPD. The first one is named generality assumption focused on that a person can do a certain number of tasks alone but if he collaborates, he will be able to perform a greater number of tasks. The second one, assistance assumption emphasizes the learner must interact with an individual more competent person. Finally potential assumption focused on "properties of the learner" as well as notions of a learner's potential and readiness to learn. If the zone can be identified suitably, potential assumption seems the expectation that it will be possible to accelerate or facilitate a student's learning.

Additionally Schunk (2008) considers that the zone of proximal development (ZPD) is represented the amount of learning that a student obtains through instructional conditions. In the ZPD, the teacher is a guide of learner on a difficult task that student cannot do independently. Through social interactions, learners contribute with their own understandings and construct meanings by integrating them with their experiences in the context. When people interact with social institutions occur forms of awareness in ZPD. Vygotsky considered language and ZPD were important for the development of self- regulation. According to the interactions with adults in ZPD, students learn to construct their own knowledge.

Apart from this Zhou and Brown (2015) Vygotsky (1978) describe the ZPD as the difference between learner's independent learning accomplishments, and accomplishment under the guidance of a more competent person at the specific task. Tudge and Winterhoff, 1993 (as cited in Zhou & Brown, 2015) mention that Vygotsky considered adults rather than peers in this relation because he considered adults are more competent in the task, and less likely to cause regression rather than progression in collaboration.

As a result of this, ZPD promotes collaboration between peers, taking into account is recommended join a more competent person with less competent person, because they will be able to facilitate and promote knowledge acquisition in his or her classmate. Teacher as a guide, he has to identify what students want to learn to create interactions with a more competent person as well as student achieves meaningful learning.

2.2 Teaching - learning process

Deshpande (2006) consider that the most important of teaching - learning process is to share knowledge, skill and attitudes among students so the teacher is responsible to design and

employ a variety of learning experiences in order to students develop necessary knowledge, skills and attitudes-for-the requirement of subject.

Apart from this Shahzadi, Shaheen and Shah (2012) say that the teaching - learning process consists on the transfer of knowledge and skills from teacher to students. The most important activity in every institution is the teaching - learning process. It is a complex process because it involves high processes and modification of behavior. This process is affected by many factors including the people in school management.

Nevertheless Rahmanpour, Ahmadi, Hatami, and Mirzaee (2017) mention that teaching - learning strategies are key roles in the realizing the purposes of a curriculum, these strategies are parts of execution and they could be not separated from curriculums. To decide on what kind of teaching and learning methods are points of curriculum designing and they should be considering its principles and rules. Despite this, lectures are the most common forms of teaching instead of thinking and active participation.

After knowing this information, the commitment of a teacher is to follow up each input that has been mentioned, without losing sight of the objective that the students achieve to perform in the collaborative learning.

2.3 Classroom Management

Firstly, Medland and Vitale (1984) consider classroom management as a great importance, in which the materials used by the students are employed successfully, in the teaching-learning process the social response of the students should be considered with the possibility of being identified with the academic program, motivating them to raise the productivity and school performance and obtain effective learning.

Secondly, Emmer and Stough (2001) mention that teachers in classroom management establish order and involve students to collaborate. They design effective instructions, treat and respond to the needs of the group in an individual and disciplined way according to the needs of the students.

In the end, Scrivener (2012) teachers organize and control what happens in the classroom; they use their experience and consider themselves a traditionalist if they never use collaborative learning. However, the classroom design must be adequate to work as a team and create environments of creative and useful learning.

As conclusion, teachers are important part of classroom management and collaborative learning, because they promote order and discipline, as well as they design effective instructions that respond to the needs of the group individually, in accordance with the knowledge that it is intended to achieve.

In the following classroom layouts (see Figure 2.1 and table 2.1) taken from Scrivener (2012) are presented and explained different techniques that can be applied in a classroom management to work collaboratively.

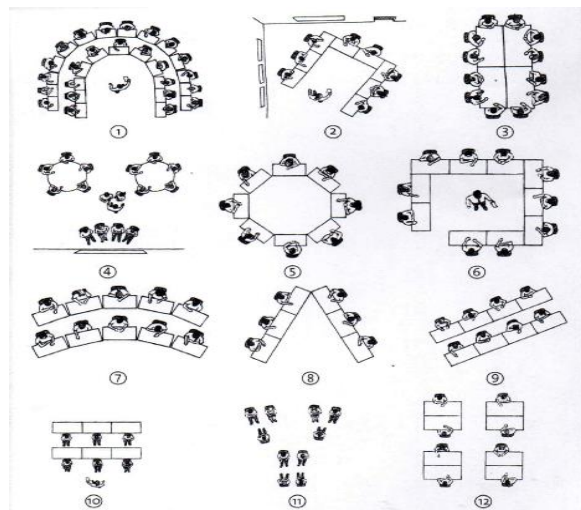


Figure 2.1: *Techniques: Classroom layouts*

Table 2.1

Techniques: Classroom layouts

<p>1 Semi- circle or U</p> <p>This allows learners to make eye contact and communicate with each other. There can be number of rows if needed.</p>
<p>2 One large table</p> <p>Pull the tables together to form a large table, and sit learners round it. This may increase the feeling of cooperating together on a single task.</p>
<p>3 One large table</p> <p>Pull the tables together to form a large table and sit learners round it. This may increase the feeling of cooperating together on a single task.</p>
<p>4 Zones</p> <p>If you have the luxury of a large enough classroom and there are spare chairs, you can arrange different areas within the room- a line of seats up front, facing the board; others around tables at the back of the room; a shared open- discussion / mingling area in the middle. During certain stages of a lesson, students may be to move from zone to zone, depending on what they need to do.</p>
<p>5 Full circle</p> <p>This is a very democratic arrangement allowing everyone to see everyone else. Notice the learners' expectation that you will sit in the frontmost seat. Try sitting somewhere off- centre, and notice what difference it makes to attitudes and interaction.</p>

Smaller classes (up to about 20 learners)

6 Rectangular

Arrange rows of desks and seats around all four edges of the room, or closer in, allowing space to walk behind the seats.

7 Curved rows

Rather than the typical straight- line rows, try curving the lines a little, perhaps facing a long wall of the room (rather than the narrower front wall).

8 Arrowhead

A shape made up of diagonal rows with the arrow pointing towards the back of the class. This permits more eye contact. It also allows more open space at the front of the room (perhaps for mingling activities, or for getting students to come up and read or perform).

9 Diagonal

Keep the traditional rows, but angle them a little so that they leave a large diagonal space in one corner at the front. This is another way of creating a little more working space at the front of the class.

10 Reverse

If there is enough space in your room, try putting the tables behind the chairs. This means that students can face you without the intervening barrier. When they need to write at length or have another need for the tables, they can simply turn their chairs round and work with their backs to the teacher.

11 Not tables

Or try working groups without any tables. You'll find that this frees up a lot of space in the room, which you can then exploit for speaking activities, games, simulations and so on.

12 Facing

Turn desks to face each other, rather than all facing the front.

13 Islands

Group learners round tables. Learners can work closely together with others, but can also get up and visit other groups without difficulty.

14 Change focus

For one or two learners when you will not need to use the board much, ask the learners to move their seats (and possibly desks) to change the whole focus of the class to face the side or the back of the room. This is arguably a case of "change for change's sake", but sometimes a new view can also change how people think, speak and react.

All sizes of class**Information taken from Scrivener (2012)****2.4 Collaborative Learning**

In words of Bruffee (1999) the strength of collaborative learning depends on the information that is given to the group, because when students work together they discover new learning. In a short time, the students learn better in group than alone. During the learning process, students discover the strengths of working together effectively. With collaborative

learning, they build a community of knowledge, making collaborative learning a relationship of dependence among the members of the group.

What is more said Barkley, Cross and Howell (2005) in order to identify collaborative learning, this should be done in bins or in small groups, each of the students must act in an active way sharing information, which lands on the proposed objectives. In the process of collaboration, the acquisition of knowledge must be homogenous. Students should be given structures according to the curriculum. Then collaborate is that two or more students join and together they share the assigned activities supporting each other to achieve their learning.

As well as Deshpande (2006) mentions that the main objective of collaborative learning is to create knowledge in the most practical way through shared experiences in an interactive way. If it wants to produce collaborative learning it must achieve that people participate actively according to the explicit and implicit objectives. The group must create, solve, understand, and give meaning to their learning. Thus, traditional teaching is restructured where the student is the main generator of his learning under the guidance of the teacher.

Bearing this in mind to train students using collaborative learning leads to the construction of knowledge communities and the development of social skills of students, creating interdependence in collaborative groups.

2.4.1 Effective Collaboration

Head (2003) says that effective collaboration achieves personal benefits, but also creates belonging in the group and is achieved through joint work. Wenger (1998) (as cited in Head, 2003 p.50) says that this is how support communities are formed, that is to say "practical communities", "learning communities" emphasizing collaborative concepts of groups in an effective way focusing on the social aspect of learning.

Additionally, Welsh Government (2015) thinks that the main objective of effective collaboration is not only that a professional keeps his knowledge; he is expected to share it, giving as a consequence the strength of peer power, of a group. Thus, when new elements are integrated into the collaboration group, the value of the social capital increases and consequently they learn from the others.

On top of that Adams, Harris and Jones (2016) consider effective collaboration as the effort to reach a common goal, so it is vital to collaborate in the reflection and exchange of knowledge. Adams (2005) (as cited in Adams et al., 2016) references that it is a creative and innovative strategy that allows creating effective educational programs.

Friend and Cook (2007) refer as key concepts for an effective collaboration: a voluntary collaboration, the need to share resources, responsibility in decisions-making, aiming at common goals, recognizing the roles of others, working together intuitively in the formal process of program, trust and respect each other (as cited in Adams et al. 2016). Moreover Bateman and Herr (2006) it should include the participation of parents and teachers in order to take responsibility and take their role in activities improving student development results (as cited in Adams et al., 2016).

As a conclusion of this an effective collaboration, it is necessary to have in present values within a context in which parents, teachers and students are involved in the teaching-learning process to achieve the objectives proposed in the school year.

2.4.2 Collaborative activities

It is mainly concerned to know about collaborative activities, so Bruffee (1999) refers that collaborative activities consist mainly on projects, analysis, or problem solving. According

to the British Council (2017) they need to facilitate communication skills and encourage students to achieve security and improved self-esteem.

These activities can be the following:

1. Pair or group discussions
2. Work together on shared tasks.
3. Activities with competitive element/games.
4. Role play
5. Information exchange activities

Thus it is considered important to establish in the teaching-learning process the development of collaborative activities so that students openly develop activities that allow them to grow safely as people.

2.4.3 Collaborative Learning techniques

“The Collaborative Learning techniques (CoLTs) provide teachers with specific tools for engaging students in collaborative learning. The CoLTs have five categories of general learning activities” (Barkley, Cross and Major, 2005 p.97).

1. “Discussion: Student interaction and exchange is achieved primarily through spoken words”.
2. “Reciprocal Peer Teaching: Students purposefully help each other master subject matter content and develop discipline- based skills”.
3. “Problem Solving: Students focus on practicing problem- solving strategies”.

4. “Graphic Information Organizers: Groups use visual tools to organize and display information”.

5. “Writing: Students write in order to learn important course content and skills”.

Table 2.2

Collaborative Learning Techniques (CoLT)

<i>This CoLT</i>	<i>is a technique in which students...</i>	<i>It is particularly useful for...</i>
1 Think- Pair- Share	think individually for a few minutes, and then discuss and compare their responses with a partner before sharing with the entire class.	preparing students to participate more fully and effectively in whole class discussions.
2 Round Robin	generate ideas and speak moving from one student to the next.	structuring brainstorming sessions and ensuring that all students participate.
3 Buzz Groups	discuss course- related questions informally in small groups of peers.	generating lots of ideas quickly to prepare for and improve whole class discussions.
4 Talking Chips	participate in discussion; surrender token each time they speak.	ensuring equitable participation.
5 3-Step Interview	interview each other and report what they learn to another pair.	helping students network and improve communication skills.
6 Critical Debates	assume/argue the side of an issue opposite of their personal views.	developing critical thinking and encouraging students to challenge their assumptions.

7 Note- Taking Pairs	pool information from their individual notes to create an improved, partner version.	helping students actively in thinking about content and encouraging them to challenge each other to pursue deeper levels of thought.
8 Learning Cell	quiz each other using questions they have developed individually about a reading assignment or other learning activity.	engaging students actively in thinking about content and encouraging them to challenge each other to pursue deeper levels of thought.
9 Fishbowl	from concentric circles with the smaller, inside group of students discussing and the larger, outside group listening and observing.	providing opportunities for students to model or observe group processes in a discussion setting.
10 Role Play	assume a different identity and act out a scenario.	engaging students in a creative activity that helps them “learn by doing”.
11 Jigsaw	develop knowledge about a given topic and then teach it to others.	motivated students to learn/ process info deeply enough to teach it to their peers.
12 Test- Taking Teams	prepare for a test in working groups, take the test individually, and then retake the test in their groups.	helping students assess and improve their understanding of subject matter as they also teach each other test- taking strategies.
13 (TAPPs)	solve problems aloud to try out their reasoning on a listening peer.	emphasizing process (not product) and helping students identify process errors.
14 Send A Problem	try to solve a problem as a group, and then pass the problem and solution to a nearby group who does the same; the final group evaluates the solutions.	helping students practice together the thinking skills required for effective problems solving and for comparing and discriminating between multiple solutions.

15 Case Studies	review a written study of a real world scenario and develop a solution to the dilemma presented in the case.	presenting abstract principles and theories in ways that students find relevant.
16 Structured Problem Solving	follow a structured format to solve problems.	dividing problem- solving processes into manageable steps so that students learn to identify, analyze, and solve problems in an organized manner.
17 Analytic Teams	team members assume roles and specific tasks when critically reading an assignment, listening to a lecture, or watching a video.	helping students understand the different activities that constitute a critical analysis.
18 Group Investing.	plan, conduct, and report on in-depth research projects.	teaching students research procedures and gain in- depth knowledge.
19 Affinity Grouping	generate ideas, identify common themes and then sort and organize the ideas accordingly.	unpack a complicated topic and identify and classify its constituent parts.
20 Group Grid	are given pieces of information and asked to place them in the blank cells of a grid according to category rubrics.	clarify conceptual categories and develop sorting skills.
21 Team Matrix	discriminate between similar concepts by noticing and marking on a chart the presence or absence of important, defining features.	distinguish between closely related concepts.
22 Sequence Chains	analyze and depict graphically a series of events, actions, roles, or decisions.	understand process, cause and effect, and chronological series, and organize information in an orderly, coherent progression.

23 Word Webs	generate a list of related ideas; organize them in a graphic with relationships indicated by lines/ arrows.	figure out and represent relationships. like maps, they can show both the destination and the sited and sights along the way.
24 Dialogue Journals	record their thoughts in a journal that they exchange with peers for comments and questions.	connect course work to their personal lives and to interact with each other in content- related and thoughtful ways.
25 Round Table	take turns responding to prompt before passing the paper along to others who do the same.	practice writing informally and to create a written record of ideas.
26 Dyadic Essays	write essay questions/model answers, exchange questions, and after responding compare their answers to the model answer.	identify the most important feature of a learning activity and formulate and answer questions about the activity.
27 Peer Editing	critically review and provide editorial feedback on a peer's essay, report, argument, research paper, or other writing assignment.	develop critical editing skills and give each other constructive criticism to improve papers before they submit them for grading.
28 Collab. Writing	write a formal paper together.	learn and perform the stages of writing more effectively.
29 Team Anthology	compile course-related readings with student and annotations.	experience the research process without writing a formal research paper.
30 Paper Seminar	write/present an original paper, receive formal feedback from peers; engage in a general discussion of the issues with group.	engage in deep discussion about their research and provide individual students with focused attention and feedback on individual student's work.

31 Scavenger hunt	find a set of items on a list.	introducing students to key artifacts/examples associated with course content.
32 Quizo	answer questions correctly to receive a chip to place on a board as they strive to cover five sequential spaces.	introducing or reviewing factual content.
33 Team jeopardy	choose categories/point values to answer.	requiring students to think about content in new ways.
34 Friendly Feud	provide multiple correct answers to a prompt question.	helping students to understand that there can be multiple answers to a question and that those answers can be more or less correct.
35 Team Games Tournaments	work in heterogeneous teams to learn content and compete in homogeneous teams to earn points for the home team.	helping assess student mastery of a specific body content.

Chart adapted from Barkley, Cross and Major, 2005.

Taking into account to develop collaboration techniques, students must speak with discipline, to solve problems, use visual graphics that organize their information according to the content of the syllabus.

2.4.4 Collaborative groups

Blumenfeld, Marx, Soloway and Krajcik (1996) mention that collaborative groups improve school activities leading to higher performance, promoting interpersonal development within the group. To achieve success, it is necessary to organize the group indicating among

students, the task, who will participate and their responsibility. Students are required to share ideas, take risks and listen to each other.

In addition Barkley, Cross and Major (2005) refer that in order to achieve successful groups in collaborative learning, the formation of the group and the nature of the assignment to be achieved will depend, as well as the length of time activity.

According to Jonhson, Jonhson and Smith, (1991) groups can be formal, informal, or base (as cited in Barkley, Cross and Major, 2005, p. 44).

Informal groups are formed quickly, randomly, and to work together for a brief period of time. They are created to respond to a question, brainstorm ideas, or participate in some other endeavor that serves as a break out to a longer class activity.

Formal groups are formed to work together to achieve a more complex goal such as writing a report or developing a presentation. These groups work together until that task is accomplished, which generally takes several class sessions or even weeks.

Base groups stay together for the entire term or even the academic year. Base groups are intended to form a community of learners who work on a variety of tasks.

The group formation occurs internally, choosing between students or the teacher, based on interests, concerns and common characteristics among themselves. Groups are formed with similar (homogenous) or dissimilar (heterogeneous) thoughts.

Collaborative learning increases when the groups that are formed are homogeneous, however when the groups are heterogeneous achievements are diminished.

2.4.5 Students' role

According to Barkley, Cross and Major (2005) the roles that are assigned to each student ensure the learning tasks fostering the interdependence among members of the group to improve collaborative learning. These roles should be given to learners the opportunity to practice social, communication and leadership skills, discourage domination by one person. (p.52)

Millis and Cottell (1998) define six common role assignments that work well in collaborative learning groups (as cited in Barkley, Cross and Major, 2005, p.52).

Table 2.3

Students' role in collaborative learning

Facilitator	To moderate all team discussions, keeping the group on task for each assignment and ensuring that everybody assumes their share of the work. Facilitators strive to make sure that all group members have the opportunity to learn, to participate, and to earn the respect of the other group members.
Recorder	To record any assigned team activities. Recorders take notes summarizing discussion, keep all necessary records (including data sheets such as attendance and homework check-offs), and complete worksheets or written assignments for submission to the instructor.
Reporter	To serve as group spokesperson and orally summarizes the group's activities or conclusions. Reporters also assist the recorder with the preparation of reports and worksheets.

Timekeeper	To keep the group aware of time constraints, works with the facilitator to keep the group on task, and can also assume the role of any missing group member. The time-keeper is also responsible for any set-up and for ensuring that the team's work area is in good condition when the session ends.
Folder Monitor	If the instructor has created group work folders, the monitor picks up the team folder, distributes all material other than data sheets, and returns all papers, assignments, or notes to team members. Folder monitors ensure that all relevant class materials are in the folder at the end of the class session.
Wildcard	To assume the role of any missing member or fills in however they are needed.

Chart taken from Barkley, Cross and Major 2005.

2.4.6 Teacher's role

The teacher must fulfill any necessary role to ensure that students develop collaboration skills and integration attitudes in any work group. Collazos, Guerrero and Vergara (2001) define three different teacher's roles that can exist in collaborative learning.

Table 2.4

Teachers' role in collaborative learning

Instructional Designer	Teacher should create interesting learning environments and activities to link the new information with prior knowledge,
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	<p>providing opportunities for collaborative work and offering students a variety of authentic learning tasks. Instructional Designer also has to organize the work groups. They must define the size of the working group, the methods of assigning roles to the students, and the types of groups. In the same way, social structures that promote behavior within the work group must be established. These structures are rules and standards of behavior, carrying out several functions in the group interaction, and influencing the group's attitude.</p>
<p>Cognitive Mediator</p>	<p>Teacher as a cognitive mediator should not influence the student's learning by telling him what to do or how to think, but instead, it should be done in such a way as to take them to the main axis of thought. Teacher helps develop student thinking or reasoning skills as well as he/she help them become more independent and self-directed learners.</p>
<p>Instructor</p>	<p>In this role, the teacher's activities are the most similar to traditional education models. The set of activities that must be carried out is to explain the task, the cooperative structure and the required social skills, monitor and intervene, evaluate and process. One of the tasks that the teacher must fulfill as an instructor is to teach the students the collaboration skills and problem-solving skills because the many students, especially</p>

	the most applied ones, resist working as a team.
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Information taken from Collazos, Guerrero and Vergara, 2001.

2.4.6.1 Pedagogical Principles

The pedagogical principles (SEP, 2011) are essential conditions for the implementation of the curriculum, the transformation of teaching practice, the achievement of learning and the improvement of educational quality. Within these pedagogical principles teacher argues to build learning through collaborative work with students and teachers participation. Collaborative work guides the actions for discovery, finds solutions, similarities and differences in order to build learning collectively. For achieving it, it is necessary that a school promotes collaborative work to enrich their practices considering being inclusive, defining common goals, promoting shared leadership, enabling resource sharing and developing a sense of responsibility and stewardship. (p.21)

2.5 The pillars of knowledge

In collaborative learning must not be lost sight of pillars of knowledge (Delors, 1996).

LEARN TO BE refers to look for the global development of each student. Though educations students become autonomous, responsible and committed to his professional training and to the development of society.

LEARN TO LEARN implies to regulate their learning processes, to realize what they learn and how they do it, to have elements and criteria to select information relevant to and consistent with the problems of society they seek to solve, to maintain a learning attitude lifelong.

LEARN TO DO means to develop skills in integration with the whole, allowing learners to apply what they know to benefit their social environment, attending to the contingencies and continuous changes of the global context.

LEARN TO LIVE TOGETHER alludes to work in team respecting to the other, to coexist in the pluralism, to incorporate in its formation and professional performance to the interdisciplinary and to prepare itself within a culture of the legality.

The main objective of collaborative learning is that students learn to be, learn to learn, learn to do and learn to live together to successfully achieve a good performance in society.

2.6 Life skills

As it is mentioned in the Secretary of Public Education's agreement 592 (SEP, 2011), the competencies presented here should be developed in teams of Telesecundaria school and throughout life, ensuring those opportunities and meaningful learning experiences for all students are provided.

-Coexistence skills are about empathy, harmonious interaction with others and nature, they are assertive, work collaboratively, reach agreements and negotiate with others, grow with others, recognize and value the social, cultural and linguistic diversity.

-Life in society skills is about to decide and act with critical judgment against the values and social and cultural norms; proceed in favor of democracy, freedom, peace, respect for the law and human rights; involved taking into account the social implications of the use of technology; combat discrimination and racism, and sense of belonging to their culture, their country and the world. (p.31)

2.7 Social Skills

Social skills are important within teaching-learning process in collaborative learning, because they help to students to have an effective learning.

On the one hand the Secretaria de Educación Publica consider effective communication and conflict management as basic tools that support collaborative learning (SEP, 2013).

Effective communication: a good communication in a collaborative organization contributes to improving the relationships among its members, stimulates mutual trust, and simplifies the fulfillment of tasks, since there is an open channel that allows transmitting ideas, suggestions, doubts, etc. Clear, direct and open communication facilitates the development of a positive organizational climate, and promotes conflict resolution (p. 97).

Conflict management: There are ways to approach conflict, both from the point of view of resolution itself, and from the point of view of the skills that are put in place when confronting and resolving them. In confronting an interpersonal or group conflict, the ways of dealing with it speak of its vision of the world, of its gaze, of others, and also of them (p.104).

Table 2.5

Social Skills

Competition:	It is characterized by pursuing one's own goals without regard to others.
Avoidance:	It is characterized by not facing the problems. Conflicts are postponed, without thinking about the needs of the group and not considered with

	avoidance, either of oneself or others.
Commitment:	It is based on negotiation, on the search for solutions of agreement, usually based on the pact and on the partial resignation to the interest of the individual or of the groups. The solution satisfies only partially both parties.
Accommodation:	It is usually to give way to the views of others, renouncing its own.
Collaboration:	It implies the incorporation of each other in the pursuit of a common goal. It involves exploring the disagreement, generating alternatives that satisfy both parties.

Chart taken from Liendo, 2008 (as cited at SEP, 2013, p. 104)

On the other hand, Kauffman and Kinnealey (2015) claimed the necessity to reflect on how to resolve conflicts, in order to involve effective learning. Collaboration is the type of conflict resolution that consider the common good over one's own and individual. Hilton, Crouch and Israel, (2008); Griswold and Townsend, (2012) (cited in Kauffman & Kinnealey, 2015 p.1) social skills are interpersonal, communication, decision- making and problem- solving skills. These social skills allow learners to get along with others, and to be accepted by their peers in a friendly way.

Council for Exceptional Children (2003 p.1) social skills include (as cited in Kauffman and Kinnealey, 2015 p.2):

1. Social behavior: to maintain eye contact and make decisions.
2. Emotional and behavior regulation skills: to prevent students from facing each other.

3. Social-cognitive processes: to be empathetic with others.
4. Social knowledge: to know how to be a friend.

Apart from this Sharma, Goswami and Gupta (2016) social skills help learners to interact and communicate with society, using appropriate communication, eye contact, and relevant questions. They seek to maintain good relations and respect social rules. It is intended that the behavior of students adapts to the needs of the changing society. It allows them to make decisions, ask for help, to know what to say to others, in order to maintain good relationships of trust and self-control among the members of the group.

Therefore, through the information we have, social skills are of great importance in the performance of collaborative learning, since students must learn to interact, have eye contact and understand the value of friendship.

2. 8 Skills that apply to resolve a conflict with a collaboration style

The following skills are recommended by Liendo (2008) (cited in SEP, 2013, p.105) to apply and resolve a conflict in collaborative learning.

Table 2.6

Skills that apply to resolve a conflict with a collaboration style

Active Listening:	To be able to get in tune with others who is disagree with one's opinion and hear their reasons.
Assertiveness:	To be able to express emotions, desires and points of view
Empathy:	To understand the emotion of the other, even when you are not feeling the same.

Perspective:	To understand that the other constructs reality from a different point of one and that its way of doing it is respectable
Constructive and alternative thinking:	To co-construct a solution different from the one initially devised, intending the data and inputs of the other part and implying a community exit to the problem

Chart taken from Liendo, 2008 as cited in SEP, 2013, p.105.

2.9 Communication in team work

According to SEP (1993) the tasks that are applied in the classroom trigger a series of interactions between student and teacher groups that make learning a highly dynamic process. Students, guided by the teacher, undertake jointly with the learning of all team members. However, in their relationships there may be disagreements, coexistence or collaboration. Sometimes they can achieve to agree with the people being treated; some individuals may have never noticed that every human relationship has any of the above three situations. This is due, among other things, deficiencies that occur in communication with others and that not all activities require the same level of integration. (p.75)

In the same line SEP (1993, p. 76) to have satisfactory communication with team members it is necessary:

1. To have trust in others, removing the fear, indifference and apathy
2. To lead and participate in a discussion, but respecting the ideas presented
3. To allow all opinions, they are examined to avoid the influence of views not well-founded

4. To have free communication to accept the right to disagree without ridicule or anger, or expect everyone to agree with the ideas, and usually see more than one disagrees with these ideas
5. To create a pleasant climate that encourages participation

A dynamic team with good communication is able to think and act effectively. All members express freely without feeling afraid of being wrong or for having a different point of view. In other words, there is a learning environment space where communication and interaction enable learning. The SEP (2011, p.21) also argues that such communication construction includes the following:

1. Clarity about learning that is expected to student
2. Recognize of the elements of the answer
3. Print, audiovisual and digital educational materials
4. Promote interactions between students and teacher

2.9.1 Community Learning in collaborative environments

According to SEP (2011) (cited in SEP, 2014, p.28) in a learning community people learn together and build one is useful:

1. To commit in the collaborative work with effort, honesty, tolerance, solidarity and empathy to generate learning environments between peers, where, without restrictions, it can talk about successes and failures.
2. To recognize that the knowledge and skills of others are as important as your own.
3. To seek agreement on goals and expectations.
4. To share responsibility for decisions
5. To get involved in problem solving
6. To model a flexible and creative thinking in the search for solutions

7. To recognize that it is possible to learn together with others

The school as a learning community grows from accumulated experience to the service of learning. The institution as a whole captures reality, finding forms of action that are beneficial to the achievement of its objectives, raises its capacity to generate enriched experiences of work to achieve the learning of all students.

2.10 Comparisons between Cooperative and Collaborative Learning

This thesis research is focus on Collaborative Learning, but in this section is presented a comparison between Cooperative and Collaborative Learning in order to avoid confuses and to know what are their differences.

Oxford (1997) mentions that from the perspective of cooperative learning, students must acquire a series of independent social activities and build their knowledge in a social way, in which they acquire a new culture within the learning community. However, collaborative learning aims to train students in the social aspect, so that they can identify and solve problems together in a creative way as a result of new achievement within society.

Whilst Bruffee (1999) considers cooperative learning as initial, it is the base of the social formation of the students in the first years of schooling, it seeks that they become-responsible, participative collaboratively instead of competitively. Thus collaborative learning complements cooperative learning, giving the student freedom to be socially and intellectually independent. This helps students to be disciplined and build their learning based on conversation, research and negotiation.

Meanwhile Kato, Bolstad and Watari (2015) say that cooperative learning develops students' skills in a structured, teacher-centered way. Cooperative learning is designed in such a

way that the students participate actively, making a lack of participation and that the teacher influences the cooperation of the students. In contrast to cooperative learning; in collaborative learning, students are participatory and responsible, they have social skills to carry out collaboration and negotiation activities, seeking autonomy in the teaching-learning process and greater achievements of knowledge that they would develop independently.

After understanding and determining the differences between cooperative learning and collaborative learning, it can be concluded that the first is basic for the execution of the second one because in cooperative learning social development, responsibilities, intergroup communication are directed by the teacher. While in collaborative learning students are who direct their self-learning in problem- solving tasks that arise freely and autonomously.

2.11 Chapter conclusion

In this chapter, the theoretical framework related to collaborative learning has been constructed in order to guide the analysis of the research data which is intended to lead to a description of secondary students' beliefs in this particular context. From that description it is hoped that a certain level of understanding regarding this issue can be constructed and it will be presented in Chapter V.

In the following chapter, the research methodology used to carry out this project and its setting will be described.

CHAPTER III: METHODOLOGY

3.0 Introduction

This chapter is divided into nine sections; at the beginning there is an explanation of the method chosen for this project. Then, the setting of this work, the participants, techniques and instruments that were used to collect data are presented. Finally, the data collection and the data analysis are included as well as a conclusion of this chapter.

3.1 Method

The present study is qualitative since it is focused in understanding students' beliefs regarding working with collaborative learning. According to Creswell (1998) qualitative research explores a human or social problem using traditional methodologies. The researcher, within a natural environment, creates a complete and holistic image, analyzes words and informs in detail the points of view of the participants.

In the same line Hancock and Algozzine (2006) mention that qualitative research explores factors that can influence a situation, as well as understanding the situation from the perspective of the participants.

3.2 Design

A qualitative research study is conducted following different traditions (Creswell, 2009). For the nature of this research, a case study was used. According to Patton (1987, p.19) "case studies become particularly useful where one needs to understand some problems or situations in great depth, and where one can identify cases rich in information." In the same line, according to Stake (1995) a case study is "a strategy of inquiry in which the researcher explores in depth a program, event, activity, process, or more individuals (as cited in Creswell, 2009, p. 13). Case studies are bounded by time and activity and researchers collect detailed information using a

variety of data collection procedures over time.” It was bounded because according to Cohen et al (2007) a bounded system can be, for instance, a child, a class, a school, a community and in this case, the bounded system was a group of Telesecundaria students.

3.3 Setting

The study was carried out in the Telesecundaria School “José Baudelio Candanedo”, the school was located in the center of Zacatlán, which is a municipality belonging to Sierra Norte of state of Puebla. Such Telesecundaria school was selected because it was accessible.

Apart from this Telesecundaria model has focused on promoting the formation of critical and reflective individuals, making the student responsible for the construction of their own knowledge, within a framework of scientific and humanistic education. It promotes collaborative work, the development of research and communication skills, as well as the interaction of students with their community and the community with the students (SEP, 2011).

3.4 Participants

The participants of this research were students of third grade from secondary school. They were six women and nine men. All of them were chosen by “convenience” (Kuzel, 1992 and Patton, 1990 cited in Miles and Huberman 1994, p.28) participated in this research, their ages range from fourteen to fifteen years old.

3.5 Techniques and instruments

Three instruments were used for this study. The first one was a chart observation which consists on seven items in order to look on the attitudes of students’ behavior working collaboratively (see appendix A). The second instrument was the use of interviews guidelines (see appendix B), which consist on 12 questions, also it was an informal interview to give

confidence to students. Finally, another interview guideline (see appendix C) was applied to obtain great depth information from students' beliefs.

3.5.1 Data collection Techniques

In order to collect data, three techniques were chosen. Observation, Interviews, The Stimulated recall protocol. They were chosen because they were helpful to get a great amount of information for further analysis. The techniques will be described more extensively below.

3.5.1.1 Observations

In words of DeWalt and DeWalt (2002) the first connection with the natural environment of the participants must be done through observation, to have a previous context and to develop sampling guides and interview guides.

Additionally Schmuck (1997) mentions that the observation is used to verify the non-verbal expression, determine who interacts with whom, understand the communication of the participants and know in what time they perform various activities.

According to Hancock and Algozzine (2006) the most important aspect for the researcher is to identify what must be observed in order to found out possible answers to the research questions.

Therefore, observations chart (see appendix A) were used in this study to know how students get involved and behaved in working collaboratively.

3.5.1.2 Interviews

Creswell (2007) points out that there is a variety of forms of interview design that can be developed to obtain thick, rich data utilizing a qualitative investigational perspective. In addition Mason (2002) mentions that interviews of individuals or groups allow the researcher to get rich,

personalized information. Also, Hancock and Algozzine (2006) consider individual interviews yield significant amounts of information from an individual's perception. The interview's questions are designed to allow the researcher to gain insights into the study's fundamental research questions. Interviews may be structured, semi structured, or unstructured.

Apart from this Gall, Gall and Borg (2003) allusion three types of interviews, such as a) informal conversational interview, b) general interview guide approach, and c) standardized open-ended interview.

To get information related on what students think about working collaboratively it was used informal conversational interview which consists in 12 open-questions in order to obtain information about students' opinions and experiences that they have had while working collaboratively. The interview (see appendix B) was well-suited to make students feel confident to answer the questions in a truly way.

3.5.1.3 Stimulated recall protocol

The rationale for selecting stimulated recall as a collection method in this study was based on the nature of the research questions that sought to explore students' beliefs working collaboratively. Furthermore, because simulated recalls are considered one subset of a range of introspective methods it was possible to elicit data from participants about their thought processes involved in carrying out a task or activity (Gass and Mackey, 2000). Nunan (1992) mentions simulated recalls can yield insights into processes of eliciting *participants' comments* about the *options considered, decisions made* and *actions taken* about a particular issue which would be difficult to obtain by other means.

Therefore, through stimulated recalls (see appendix C) participants were able to comment about their collaborative tasks, and the based of their decisions made.

3.6 Procedure

In order to gather the data for this study, an observation chart (see appendix A) adapted from González (2015) and an interview (see appendix B) was designed based on the research goals; it was revised by the thesis supervisor and piloted in order to identify problems. As a result it could be identified the participants did not give much information in the interview, so apart from this it was agreed to have a stimulated recall (see appendix C) that the participants could express themselves openly instead of giving one specific answer. Three instruments were used to triangulate the information to obtain information in great depth.

The research group and the participants were chosen by “convenience” (Kuzel, 1992 and Patton, 1990 cited in Miles and Huberman 1994, p.28).

Firstly, I did three observations, one observation per day in different tasks and different subjects, in which I could notice the relation between teacher and students and how students worked collaboratively and how they behaved in teams. Secondly I interviewed fifteen students whom I introduced myself and ask them some personal questions to know about them and to give them confidence, also I explained each one what the interview consisted of as well as the purpose of it. The interviews were individually so the participants could express all they thought and gave opinions about the topic. Finally, in order to carry out the stimulated recall, three pairs of students were asked to present a project that they had done in team that day in their English class, they talked in pairs about the project’s objective, their experience that they had, how much time they spent working on it and also they expressed how they felt working in teams.

3.7 Data collection

For collecting the data, three observations were used to look on the teamwork among students. In the same line fifteen interviews and three stimulated recall were used to “investigate

intact cultural or social groups to find and describe beliefs, values, and attitudes that structure the behavior, language, and interactions of the group” (Algozzine and Hancock, 2006, p.9). The three instruments were delivered separately.

First to know how students were involved in collaborative learning three observations in three different subject tasks were carried out with the whole group. Then nine male and six female students were interviewed from the same group to know their opinions about working collaboratively. Finally, in order to triangulate the information stimulated recall was used with four females and two males.

3.8 Data analysis

In order to analyze the collected data, first the observations were analyzed taking into account classroom layouts techniques from Classroom Management book by Scrivener (2012). Then all the interviews and stimulated recalls were listened, transcribed and then printed. Besides they were read several times in order to find information relevant to answer the research questions (Hycner, 1985 cited in Cohen et al., 2007). After that, a detailed analysis was carried out with a coding process. Coding according to Silverman (2005) is putting data into theoretically defined categories in order to analyze it. Dey (1993, pp. 96-97) states that “categories must have two aspects, an internal aspect - they must be meaningful in relation to the data - and an external aspect - they must be meaningful in relation to other categories.” While coding and categorizing, different colors were used to identify the different categories found in the texts.

3.9 Conclusion

This chapter presented the setting, participants, data collection and analysis procedures in order to provide a clear and systematic view of the research methodology followed in this project. The findings will be presented in the following chapter.

CHAPTER IV: FINDINGS

4.0 Introduction

In this chapter results of findings from the research will be provided and discussed. The results will be presented as follows students' background and the general questions, specific questions of the research.

General question:

- 1) What do secondary students think about working collaboratively?

Specific questions:

1. How often do Mexican secondary students work collaboratively?
2. How do Mexican secondary students get involved while working collaboratively?
3. To what extend do secondary students consider that they have learnt from others through working collaboratively?

4.1 Students' background

Before answering the research questions, relevant information about the participants' background will be provided in order to have a wide panorama of the participants of the study. This information is shown in the figure 4.1 below.

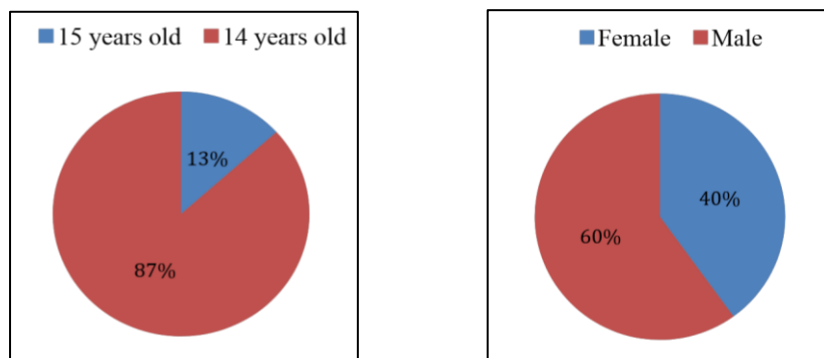


Figure 4.1: Students' age and genre

As seen above, most of the participants are over 14 years and only a 13% are over 15 years old. Furthermore, 65% are male and 35% are female.

In order to contextualize this study some information about students' background will be provided. Participants were asked about their parents' occupation and this information is shown in the figure 4.2 below.

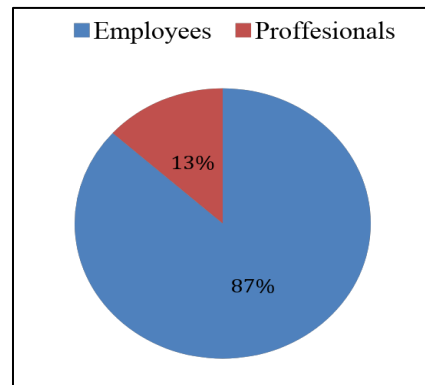


Figure 4.2: Participants' Parents' occupations

As table 2 shows above, most of the participants' parents' occupation are employees and only 13% are professionals. This might influence the way students think, work and involve within a collaborative environment although there is not an investigation about this yet. However most of them could be the first generation in their family with a training education.

After showing the participants' background, I will move to show the results obtained from the three different instruments used for this study which were: observation, interviews and stimulated recall protocol. The information obtained from these instruments will be presented as a mean to answer the main research questions that guided this study.

4.2 General research question

The main research question aimed to explore secondary students perception regarding working collaboratively. Collaborative work is when two or more students join to share the

assigned activities supporting each other to achieve their learning (Barkley, Cross and Howell, 2005). The information obtained to the question WHAT DO YOU THINK ABOUT COLLABORATIVE WORK? from 15 different students interviewed is presented and analyzed below in three categories, ten students show a positive perspective, four mentioned neutral comments and one showed a negative perception.

Positive perceptions:

P. 1: *“Que al trabajar en equipo uno aprende varias destrezas, como la organización, como llevar a cabo algún trabajo con todos los compañeros y también aprendemos de la convivencia”.*

Participant 1 responded as it was mentioned in chapter I by Romo, Álvarez and González (2011) while working collaboratively students learn from others and develop social skills.

P. 4: *“Es mejor trabajar en equipo que individualmente para que tengas más apoyo. Se trabaja más rápido”.*

P.6: *“Me gusta mucho, porque trabajamos en equipo y así no estamos solos y tenemos con quien comunicarnos”.*

P. 7: *“Te ayuda porque si tú no sabes algo, los demás así te pueden ayudar”.*

P.14: *“El trabajo colaborativo es algo importante, ya que se tiene la colaboración y la integración de algunos compañeros para ayudarte en algún trabajo, ya sea difícil, grande o pequeño, te puede ayudar”.*

Participant 7 and 14 consider that when students work collaboratively, it helps their classmates to get a better understanding as it is mentioned in chapter II by Bruffee (1999) when students work together they discover new learning.

Two more participants stated:

P. 9: *“Que un trabajo en equipo se tiene que hacer entre todos, se tiene que apoyar entre todos, por eso se hace el equipo”.*

P. 10: *“Pienso que es algo bueno mientras todos trabajen por igual”.*

Furthermore, participants 9 and 10 mentioned that when working in a team all the members must collaborate equitably, as mentioned in chapter II by Barkley (et al., 2005) all students must contribute equally.

Participant 11, 13, and 15 added in a similar way:

P.11: *“El trabajo colaborativo me gusta mucho porque se trabaja en equipo y nos ponemos de acuerdo bien en todo. Es interesante convivir con los demás”.*

P.13: *“Yo pienso que es bonito porque convives con tus compañeros y te sientes más a gusto trabajando con ellos”.*

P.15: *“Pues el trabajo colaborativo es algo bonito, porque interactúas con tus compañeros y nos ponemos de acuerdo en algún trabajo que la maestra nos dé”.*

Particularly the participants’ answers above refer to working collaboratively and coexist. As it is well known collaborative work is part of social constructivism. Kzulin, Gindis, Ageyev & Miller (2003) say that social constructivism theory considers human cognition and learning as social and cultural.

In the same line, one of the life skills that is established in 592 SEP’s agreement (2011) is coexistence skills, in which there are about empathy, interact harmoniously with others and nature, they are assertive, work collaboratively, reach agreements and negotiate with others, grow with others, recognize and value the social, cultural and linguistic diversity.

Neutral perceptions:

Participant 2 and 3 added:

P. 2: *“A veces está bien pero hay veces que algunos compañeros no trabajan”.*

P. 3: *“Es divertido porque entre todos nos apoyamos y es menor trabajo, pero a veces es algo difícil porque algunos no trabajan”.*

On the one hand, participant 3 considers working collaboratively is fun and it implies less work because students have support from their classmates. This information was mentioned in chapter I by Igbo, Ikechukwu and Victoria (2015) who stated that collaborative learning contributes to give ideas to students in order to solve problems in teams and helps students to be persistent to get a common educational goal.

On the other hand, participant 2 and 3 had expressed a disadvantage of working collaboratively because some members do not work. This finding is a drawback when promoting collaborative work. Deshpande (2006) claims that in order to produce collaborative learning people must participate actively according to the explicit and implicit objectives. In a team work all the members must contribute in every task.

P. 8: *“Pues que si se coordina bien, puede salir el trabajo bien y si no se hace un desastre”.*

In words of the participant 8 there should be organization to obtain the results expected in the team work. Furthermore as Blumenfeld, Marx, Soloway & Krajcik (1996) indicate that to achieve success, it is necessary to organize the group indicating among students, the task, who will participate and their responsibility.

P.12: *“Pienso que todos deben de participar si no, no sería un trabajo colaborativo, cada quien tiene que aportar sus ideas y su trabajo, debemos de sacar las capacidades y cualidades de cada quien para hacer un trabajo de calidad”.*

Negative perceptions:

P. 5: *“Si me gusta, pero a veces no me gusta que me estén mandando a cada ratito. Si colaboro bien, pero con un equipo que me guste”.*

Participant 5 expressed *“no me gusta que me estén mandando.”* In order to avoid this kind of problems among students it is important students’ roles should be given to learners the opportunity to practice social, communication and leadership skills, discourage domination by one person (Barkley, et al., 2005).

As a conclusion most of students interviewed have a positive perception about working collaboratively and they consider it as an opportunity to learn from their classmates and to get along with them; also a small part of students mentioned that when there is not organization in their teams they disagree on working collaboratively.

4.2.1 Students’ work preference

In the same line to know students’ beliefs about their preference to work collaboratively students were interview and the information is shown in figure 4.3.

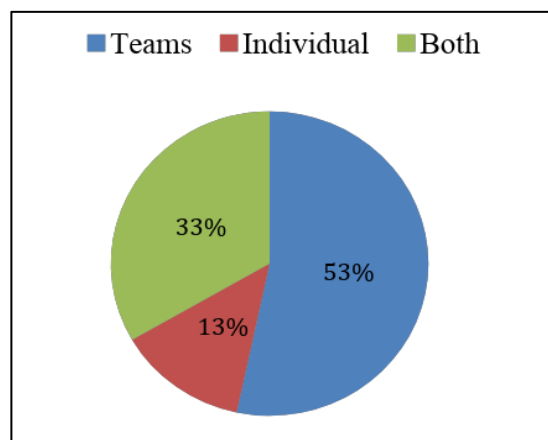


Figure 4.3: Students’ work preference

As seen in the table above, there is a percentage of 53% of students who prefer working collaboratively, 33% of students are in favor of both and 13% students have a preference to work individual, the students' reasons are presented below.

From 53% who prefer working in teams stated:

P. 2: *“Prefiero trabajar en equipo porque hay cosas que no sé y ya entre todos lo buscamos”.*

Participant 2 expressed his preference on working collaboratively because in teams as in constructivism learning knowledge is constructed in an active way by learners, as it mentioned in chapter II by Teaching & Resource Center of University of California (2016).

P. 3: *“Prefiero trabajar en equipo porque puedo reunirme con mis amigas y así organizarnos mejor y hacer el trabajo”.*

P. 4: *“En equipo, porque es más rápido y hay más personas, se trabaja más rápido”.*

Participant 4 considers working collaboratively is a faster way to complete tasks because there are a number of classmates that contribute to the task. Schunk (2008) students learn a lot while they interact with others. Create learning environments to promote social interactions facilitates learning. It helps students to increase their understandings.

P. 5: *“En equipo, porque cuando nos piden materiales y cuestan mucho nos los distribuimos”.*

P. 6: *“En equipo, porque me reúno con compañeros que me caen bien y no voy a estar todo el tiempo sin hablar y con ellos puedo estar hablando”.*

Participant 6 prefers working collaborative with his classmates which has similar thoughts and this influence in his work by Barkley (et.,al, 2005).

P.11: *“En equipo porque si tenemos alguna duda de algo, pues tenemos a los demás compañeros para que podamos preguntarles y así ya no tener más dudas”.*

P.13: *“Pues me gusta de las dos formas, pero más en equipo porque sientes que te están acompañando”.*

The 33% of students who prefer working in teams or individuals said:

P. 1: *“Ambos, porque solo desarrollo algunas destrezas, para elaborar un trabajo y en equipo hago uso de la convivencia”.*

As is mentioned by participant 1 and as stated in chapter II by SEP (1993) in students' relationship there may be coexistence while working collaboratively. Coexistence helps students to develop their social skills through a community learning.

P. 7: *“Individual, depende con quien trabaje, porque si es con personas que no aportan pues es mejor individual, pero si es con personas que me pueden ayudar y saben, pues mejor en equipo”.*

As mentioned in chapter II by Kozulin, Gindis, Ageyev & Miller (2003) one of the characteristic that represents the zone of proximal development is assistance assumption which emphasizes that the learner must interact with an individual who is more competent than him/her; and taking into account Participant's 7 answer, he mentioned that he likes working collaboratively when his classmates help him.

P. 10: *“De las dos maneras me parece correcto, porque en equipo siempre estoy con mis amigos e individual porque lo hago yo sola y siento que mi calificación es sola, no compartida”.*

P. 12: *“Ambas. Individual porque me gusta trabajar sola, pero también me gusta estar con mis amigos, y cuando estoy con mis amigos hacemos un buen trabajo”.*

P.14: *“En equipo, aunque algunas veces es preferible individual, ya que algunos no traen material o no hacen el trabajo”.*

The 13% of students who prefer working individual stated:

P. 9: *“Individual para poder hacer mi propio trabajo y no me estén regañando que tengo que hacer y en ocasiones en equipo porque comparto ideas”.*

P. 8: *“Individual porque no me complico tanto en la organización”.*

Thus, based on the information above most of the students prefer working collaboratively not only because they like working with their friends but also because when they do not have knowledge about a specific topic, students know that they can receive support from their team to complete tasks.

4.2.2 Age as a factor that affects students’ perception in working collaboratively

From the information obtained in this study it was found out that age might affect students’ perceptions towards working collaboratively.

As it was mentioned before participant 4 and 6 who are 15 years old expressed positive opinions about working collaboratively. Participant 4 pointed out: *“Es mejor trabajar en equipo que individualmente para que tengas más apoyo, se trabaja más rápido.”* Participant 6 said: *“Me gusta mucho, porque trabajamos en equipo y así no estamos solos y tenemos con quien comunicarnos.”*

Meanwhile some students who are 14 years old mentioned negative perceptions as participant 5 said: *“Si me gusta, pero a veces no me gusta que me estén mandando a cada ratito. Si colaboro bien, pero con un equipo que me guste.”* Also participant 2 expressed: *A veces está bien pero hay veces que algunos compañeros no trabajan.*

This contrast could be because students who are 15 years old are more mature than students who are 14 years old and they can understand better what working collaboratively means. Additionally, older students might start having vision on what they want to do when they leave secondary school.

4.2.3 Genre as a factor that affects students' perception in working collaboratively

From the obtained data it was found out that genre might affect students' perceptions towards working collaboratively. Women are in favor of working collaboratively and they were more faithful than men.

Participant 3 said: *“Es divertido porque entre todos nos apoyamos y es menor trabajo, pero a veces es algo difícil porque algunos no trabajan.”*

Participant 10 opined: *“Pienso que es algo bueno mientras todos trabajen igual.”*

Participant 15 added in the stimulated recall: *“Pues estaría muy bien que todas las escuelas aprendieran esto, a trabajar en equipo y que tuvieran una convivencia sana porque también si no se llegan a acuerdos pues no se va a poder trabajar de ninguna manera, incluso yo creo que ni individualmente te vas a entender a ti mismo.”*

In comparison to women's answers, men were more direct when they claimed their opinions, and some of them prefer working individually.

Participant 8 expressed: *“Pues que si se coordina bien, puede salir el trabajo bien y si no se hace un desastre.”*

“Prefiero trabajar individual porque no me complico tanto en la organización.”

Participant 9 said: *“Que un trabajo en equipo se tiene que hacer entre todos, se tiene que apoyar entre todos, por eso se hace el equipo.”*

“Prefiero trabajar individual para poder hacer mi propio trabajo y no me estén regañando que tengo que hacer y en ocasiones en equipo porque comparto ideas.”

Therefore, it can be concluded that women are more realistic and men are direct in order to talk about working collaboratively, and as answers showed men are hermetic when they work in teams.

4.2.4 Students’ Parents’ occupation might affect students’ beliefs about working collaboratively

In the same line from the information collected it was found out that in some students the parents’ occupation influence their beliefs about working collaboratively. Just two students from fifteen have parents with a profession and the rest of students’ parents are employees.

On the one hand, Participants 8 and 9 who are children of employees and they said that they prefer working individually. Participant 8 mentioned: *“Prefiero trabajar individual porque no me complico tanto en la organización.”* And participant 9 expressed: *“Individual para poder hacer mi propio trabajo y no me estén regañando que tengo que hacer.”*

Although there are some other students who also are children of employees that have positive perceptions about working collaboratively as it was mentioned by participants 6 and 7:

Participant 6: *“Me gusta mucho, porque trabajamos en equipo y así no estamos solos y tenemos con quien comunicarnos.”*

Participant 7: *“Te ayuda porque si tú no sabes algo, los demás así pueden ayudar.”*

Similarly, participant 13 who his parents are employees was the leader of his team as mentioned participant 1 stated in the stimulated recall:

Participant 1: *“Quien lo organizó fue participante 13.”*

On the other hand, participant 1 who is child of parents with a profession had a better understanding on what working collaboratively consists of. He said: *“Que al trabajar en equipo uno aprende varias destrezas, como la organización, como llevar a cabo algún trabajo con todos los compañeros y también aprendemos de la convivencia.”* In the same way participant 14 whose parents have a profession mentioned in the stimulated recall protocol that she considered the organization and responsibility are aspects that have influenced successfully in her collaborative work.

Taking this information into account and as a conclusion students’ parents’ occupations do not have a high influence in students’ beliefs about working collaboratively. Because as it was showed before and above most of students whose parents are employees have positive perceptions about collaboratively and they are able to perform a great role when they work in a team. However, it is worth noting that the two participants whose parents have a profession showed a positive attitude towards working collaboratively and their answers were more elaborated than the rest of their classmates.

4.2.5 Factors considered by secondary students while working collaboratively.

After knowing students’ beliefs and preference while working collaboratively, I will move to show the most important factors that students consider should exist while they work collaboratively. This information provides more information about the general research question: what do secondary students think about working collaboratively? The results are shown in the figure 4.4 below.

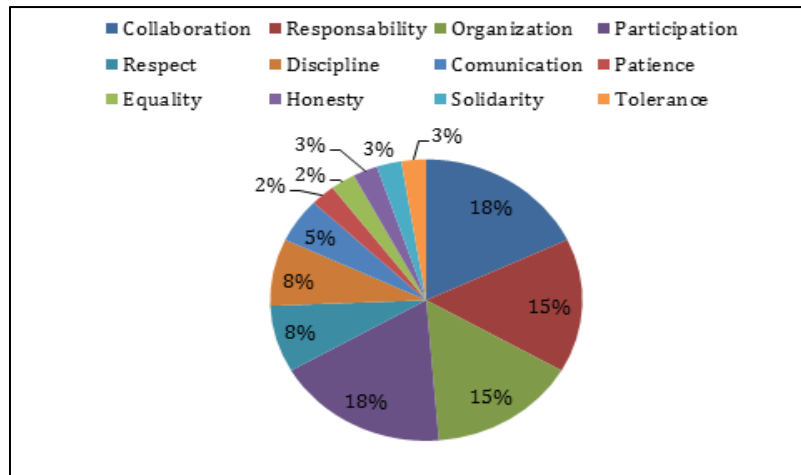


Figure 4.4: Factors that should exist while working collaboratively from students' perspectives.

It can be seen in the graph above that the same percentage of students considers with 18% that participation and collaboration are the most important factors which should exist while working collaboratively. The second factors mentioned with a 15% were organization and responsibility. Meanwhile discipline and respect are considered 8% and as mentioned in chapter two according to Friend and Cook (2007) (as cited in Adams et al. 2016) respect is considering as a key concept for an effective collaboration. Finally, the factors less mentioned were communication with 5%, and other values such as patience, honesty, equality, solidarity and tolerance with 3%.

In conclusion, to students it is most important to have collaboration and participation in their teams instead of communication, although it is well known that to have effective organization, a good communication should exist with all the members of the team. Moreover as SEP (1993) refers in chapter II a dynamic team with good communication is able to think and act effectively. All members express freely without feeling afraid of being wrong or for having a different point of view. In other words, there is a learning environment space where communication and interaction enable learning.

4.3 Specific research questions

After answering the general research question I will move to answer the specific questions of this study which are:

1. How often do Mexican secondary students work collaboratively?
2. How do Mexican secondary students get involved while working collaboratively?
3. To what extend do secondary students consider that they have learnt from others through working collaboratively?

4.3.1 Students frequency working collaboratively

In other to respond the first specific research questions: how often do Mexican secondary students work collaboratively? The figure 4.5 below shows the results. This information was obtained from the 15 interviews applied.

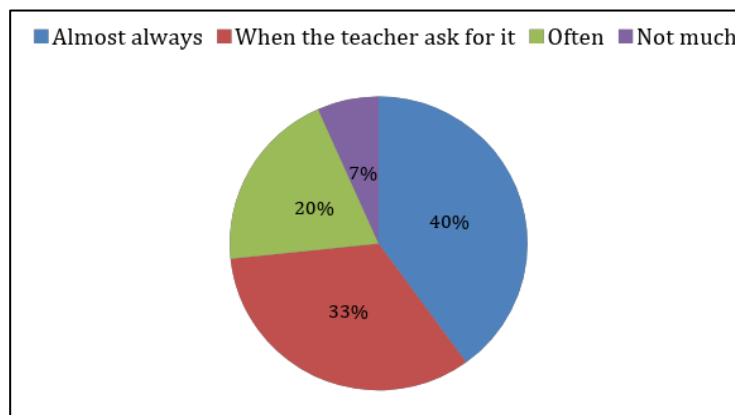


Figure 4.5: Students frequency working collaboratively.

As it is showed in the graph above, 40% of students' answers are that they almost always work collaboratively, 33% responded that they work in teams when the teacher asks for it, 20% mentioned that they often work, and just 7% which was one students who said he hardly ever works collaboratively. Nevertheless, this information and taking into account the data collected

from the observations applied it was detected that students work collaboratively the whole day and whole week when they are in exams period.

4.3.1.1 Most common assignments that students work collaboratively

Based on the participants' answers, there are three main types of assignments they do, the results of this question are presented in the figure 4.6 below.

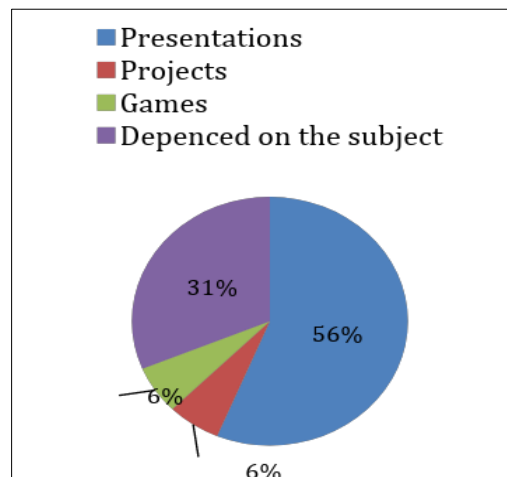


Figure 4.6: Assignments that students frequently use to work collaboratively

As it can be seen in the graph above the most common assignment that students use to work collaboratively is presentation, which obtained a 57%. Then 31% mentioned that the assignment depended on the subject. Finally just 6% of the assignments in teams are projects or games. As mentioned in chapter II by British Council (2017) collaborative activities help to develop communication skills achieving security and improved self-esteem is encouraged. Then assignments like presentations, projects and games suitable with this purpose.

4.3.2 Students' interactions while working collaboratively

To begin answering the second specific research question, which information was collected from the three instruments: observations, interviews and stimulated recall protocol. The

results are analyzed and explained in order to describe how secondary students got involved while working collaboratively as well as to have a deeper understanding of students' beliefs about working collaboratively.

Observation 1

The first task consisted on a Mexican game called “la oca” which its purpose was that in teams, students had to answer a question that each one had written before the game had started. The questions were about the presentation that they had given individually in the History class. Each team got a grade that it depended on the place that they got in the game. There were six teams; five teams were of four students and just one team was of three students, it is important to mention that students choose who they wanted to work with. The task lasted one hour and five minutes. Similarly, interaction was observed pre, during and post the task. Pre the activity the interaction was teacher- students in order to teacher gave and explained the instructions and the objective of the task; during the task, students-students interacted and teacher's role was as instructional designer, as mentioned in chapter II by Collazos, Guerrero & Vergara (2001) this teacher's role consist on create interesting learning environments and activities to link the new information with prior knowledge, providing opportunities for collaborative work and offering students a variety of authentic learning tasks. The final interaction was teacher - students in which the teacher checked the result that each team got and she gave them a grade.

Moreover the classroom layouts technique used were Zones (see Figure 4.7), that according to Scrivener (2012) students shared open- discussion which in this case was the Mexican game “la oca” and each zone was a team that had as objective to obtain the best punctuation to win and get a high grade.

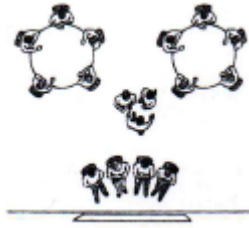


Figure 4.7: *Classroom layouts technique: Zones*

In this activity it was observed that in some teams there was not interaction among all the members, also students did not ask their classmates before answering the question because they were excited and they wanted to be the winner team. In addition, when there was a disagreement in a team the teacher intervened to help students to take decisions and avoid problems among them.

Observation 2

The second observation was applied in the subject of Tutorials. The activity was called “puzzle”, the objective was that students had to create a home where they put together each puzzles pieces. The puzzles pieces were tasks that they answered in teams. The first team which finished and had all the tasks answered correctly won. There were three teams in total; two teams of eight students and one team of nine students, this time the teams were heterogeneous (disimilar thinks) because teams were form by the teacher.

This activity was divided in two parts, the first one lasted one hour and forty five minutes and the second one taken one hour and forty minutes. With respect to interaction, in the pre activity students interacted with the teacher due to instructions were given and explained by the teacher. During the task, the interaction was students among students and the teacher was a Cognitive Mediator; according to Collazos, et al., (2001) teacher should not influence the

student's learning by telling them what to do or how to think. Teacher helps develop student thinking or reasoning skills as well as she helps them become more independent and self-directed learners. Post the activity teacher checked each team work and she gave them feedback so the interaction was teacher - students.

As for the classroom layouts technique used in this activity was “Not tables” (see Figure 4.8). As mentioned in chapter II, to Scrivener (2012) this kind of classroom layouts is ideal for games because it frees up a lot of space in the room.



Figure 4.8: *Classroom layouts technique: Not tables*

In this task, it was detected that in team 1 not all students collaborated to solve the tasks and just 5 of them were working while the rest of students were talking with their classmates. In team 2 there was organization and all members were working and collaborating. Finally, in team 3 there was not organization, however all the members were working together.

Observation 3

The last observation was in Mathematic class, the activity consisted on a review of the topics that students had learned in their second bimester. Teacher gave to students a kind of test that they had to resolve; these tasks were in teams in order to students help and explain their classmates when they did not understand the activity and to have a clear understanding that would help them to respond their bimonthly exam. Each task lasted around ten to fifteen minutes. There were six teams, all of them of four students, in this case teacher formed each

team and some were homogenous and others were heterogeneous. In this context the interaction was students-students all the time, just in case that they had doubts, they asked the teacher. Teacher's role was as instructional designer. As mentioned in chapter II by Collazos, et al., (2001) an instructional designer is who creates interesting learning environments and activities to link the new information with prior knowledge, providing opportunities for collaborative work and offering students a variety of authentic learning tasks. Instructional Designer also has to organize the work groups, define the size of the working group, the methods of assigning roles to the students, and the types of groups.

The classroom layouts technique used was "Facing" (see Figure 4.9). As mentioned in chapter II by Scrivener (2012) in "Facing" classroom layouts technique students faced to each other to have enough interaction during the task.

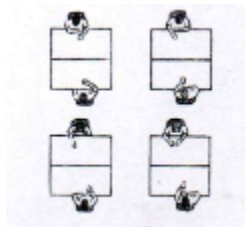


Figure 4.9: *Classroom layouts technique: Facing*

During this task it was observed that in homogenous teams students work better than in heterogeneous team classmates because it was detected that students who worked with their friends felt confident when they asked to them for help. This information was corroborated from the stimulated recall protocol where students stated that they worked better when they could choose the members of their team. Meanwhile students who were part of a heterogeneous group prefer to ask the teacher instead of a member of their team, and this caused that the team was divided and there was a lack of collaborative work.

Taking the information above into account it was found out from the observations and related on chapter II that classroom management is important in collaborative work in order to every activity and academic materials are effective for learning (Medland and Vitale, 1984). In the teaching-learning process the social response of the students should be considered with the possibility of being identified with the academic program, motivating them to raise the productivity and school performance and obtain effective learning. Also it is considered important to establish as a teaching-learning process the development of collaborative activities so that students openly develop activities that allow them to grow safely as people.

Similarly, the group formation occurs internally, choosing between students or the teacher, based on interests, concerns and common characteristics among themselves. Groups are formed with similar (homogenous) or dissimilar (heterogeneous) thoughts. Collaborative learning increases when the groups that are formed are homogeneous, however when the groups are heterogeneous achievements are diminished. In spite of that, in this case the creation of homogeneous or heterogeneous groups did not effect on the successful teams but it depended on how students organized and worked together.

4.3.2.1 Students' feelings while working collaboratively

In a similar way it is worth describing how students felt when they worked in teams to acquire a better understanding of this research. The information was obtained from interviews and stimulated recall protocol. The results are presented in the figure below and the students' reasons are analyzed as well.

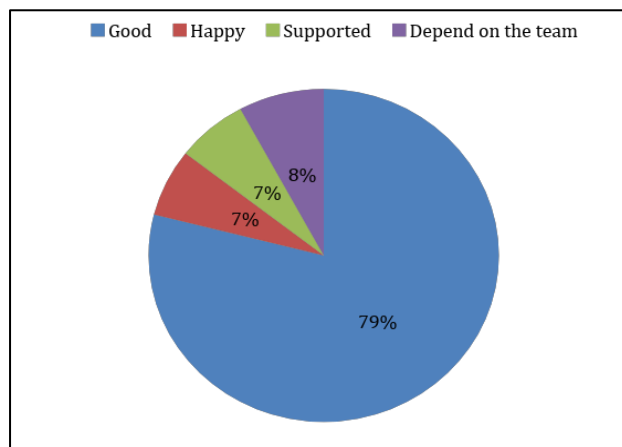


Figure 4.10: Students' feelings in collaborative work

As seen above 79% of students said that they feel good when they work collaboratively, 8% answered that it depends on the team that they work with and 7% said that they felt happy or supported when they work in teams.

The 79% of students who feel good working collaboratively added:

P. 1: *“porque interactuó con mis compañeros, escuchó sus puntos de vista o algunas recomendaciones”.*

P. 2: *“porque si no sé algo a lo mejor ellos sí saben”.*

P. 4: *“con más apoyo”.*

P. 5: *“porque estoy en un equipo que me guste y mientras no me estén mandando a cada rato”.*

P. 9: *“porque convivo con mis compañeros”.*

P. 10: *“porque siempre trabajo con mis amigos”.*

P. 11: *“puedo convivir con mis compañeros”.*

P.12: *“porque primero platicamos, hacemos el trabajo, hacemos el trabajo y platicamos y siempre terminamos a tiempo”.*

Also participant 12 added in the stimulated recall protocol:

P.12: *“Normal, como siempre. Porque siempre trabajamos las tres y ya sabemos cómo trabaja cada una entonces ya no se nos dificulta”.*

P. 13: *“porque siento que me están acompañando”.*

P. 14: *“ya que tengo personas que me agradan y la mayoría son mis amigos, que me apoyan en lo que no pueda hacer”.*

P. 15: *“porque estamos conviviendo con los compañeros, es un poco difícil porque algunos a veces no aceptan lo que opinan otros, pero en último llegamos a un acuerdo y ya de ahí tenemos que tomar una decisión adecuada”.*

8% of students who answered that it depends on the team added:

P. 3: *“Bien cuando estoy con mis amigas, pero cuando trabajo con alguien que no me cae bien o no le hablo siento raro porque tengo que estar con ellos y pues me siento mal”.*

P. 8: *“si te tocan personas que sí saben trabajar, pues está bien, pero si hay gente que no hace el trabajo pues está mal”.*

7% who felt happy while working collaboratively added:

P. 6: *“porque todo el tiempo estoy con alguien con quien me llevo bien”.*

7% who felt supported added:

P. 7: *“con una seguridad al hacer el trabajo”.*

Taking this information into account most of students said that they felt great, happy and supported while working collaboratively and they developed social skills because they got along with their classmates as well as they had support from each other. According to Sharma, Goswami and Gupta (2016) social skills help learners to interact and communicate with society, using appropriate communication, eye contact, and relevant questions. They seek to maintain

good relations and respect social rules. It is intended that the behavior of students adapts to the needs of the changing society. It allows them to make decisions, ask for help, to know what to say to others, in order to maintain good relationships of trust and self-control among the members of the group.

4.3.2.2 Students' experiences working collaboratively

The information presented in this section is about students' experiences while working collaboratively and the factors that have influenced on them. This information was gathered from the interview. The results are described in the figure 4.8 and then the factors are presented below the graph explanation.

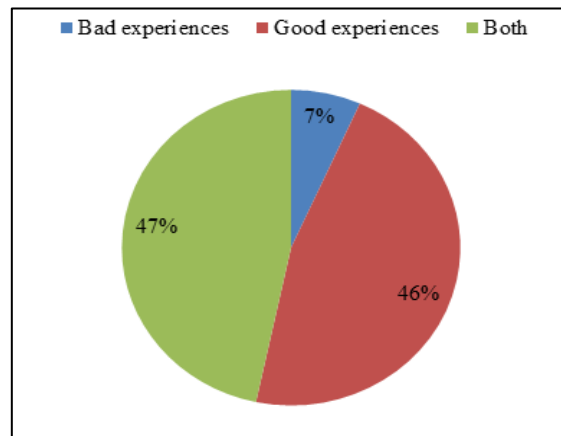


Figure 4.11: Students' experiences working collaboratively

The graph results indicate that 47% of students' experiences have been good or they have had both of them; good and bad experiences. Meanwhile, 7% that correspond to just one student pointed out that he has had bad experiences while working collaboratively.

To complement this information the reasons and factors that students considered have influenced their experiences while working in teams are presented.

Good experiences

P. 4: *“Buenas porque me pongo a jugar. Los factores que han influido son: Convivencia, apoyo y trabajo”.*

P. 5: *“Buenas porque aprendo más. Los factores que influyen es que trabajamos y charlamos”.*

P. 6: *“Buenas porque nos apoyamos y logramos un mejor trabajo. Considero que influye la convivencia y llevarme bien con mis compañeros”.*

P. 8: *“La mayoría han sido buenas porque a veces nos sale bien el trabajo y hacemos todo bien. Ha influido la comunicación y como resultado un buen trabajo”.*

P.9: *“Buenas, porque tratamos de sacarnos buenas calificaciones. Pues influye no pelear, no gritar”.*

P.12: *“Buenas porque siempre terminamos el trabajo y siempre tenemos un trabajo bueno que da las expectativas. Ha influido la responsabilidad, participación y disposición”.*

P.14: *“Han sido buenas. Por el trabajo que llevamos, la responsabilidad y la igualdad que tenemos entre nosotros”.*

Both kind of experiences:

P.2: *“Buenas pero el de ahorita no porque no nos pusimos de acuerdo. Influyó que no hicimos el trabajo en equipo”.*

P.3: *“Buenas y malas. Una mala fue cuando nos redujeron la calificación en el trabajo y una buena fue que terminamos el trabajo mucho antes que los demás porque nos estuvimos apoyando. En las buenas ha influido la participación y el orden”.*

P.7: *“Cuando el equipo lo formamos nosotros han sido buenas, y cuando lo forma la maestra pueden ser malas porque hay personas que no aportan ideas o no trabajan. En*

las malas influye que con las personas que no me llevo bien son siempre problemas y no me concentro en lo que hago y en las buenas es que mi calificación es mejor”.

P.10: *“De las dos maneras, cuando los maestros forman el equipo a veces no nos llevamos con las personas o las personas no son responsables con lo que les toca. En mi buena experiencia influyó la comunicación y en mi mala experiencia la falta de comunicación”.*

P.11: *“Se podría decir que de las dos. En la buena experiencia influyó que tuvimos paciencia y la mala que no nos entendemos a sí mismos”.*

P.13: *“Han sido buenas, algunas son malas porque luego no traen el material pero se soluciona todo. Pues yo considero que influyó que todos nos respetamos, que todos tuvieron ganas de trabajar, y que todos cumplieron con todo lo que se les pidió”.*

P.15: *“Pues de las dos porque algunos no nos caemos bien a veces en ese rato bien, pues se enoja la compañera y así, pero más más han sido positivas porque hemos tenido éxito y hasta la maestra a veces nos pone 10. Los valores son los que influyen: la tolerancia y la solidaridad y la cooperación, porque todos nos cooperamos y ayudamos mutuamente”.*

Bad experience:

P. 1: *“La mayoría malas porque en los equipos que me ha tocado no hacen el trabajo como se debe, andan jugando y a la hora de entregar el trabajo no me ayudan. La distracción de mis compañero fue lo que influyó, iban a platicar y estaban jugando nada más”.*

As students mentioned, factors such as respect, responsibility, equality, coexistence, organization, communication and participation must exist in order to promote successful experiences while working collaboratively. Similarly, Adams, Harris and Jones (2016) consider that effective collaboration as the effort to reach a common goal, so it is vital to collaborate in the reflection and exchange of knowledge. In addition, Delors (1996) considers important to add in every educational curriculum the pillars of knowledge that allude to the academic formation of individuals with certain characteristics and qualities beneficial to society. One of these pillars of knowledge is “learn to live together” that refers to work in team respecting to the other, to coexist in the pluralism, to incorporate in its formation and professional performance to the interdisciplinary and to prepare itself within a culture of the legality.

4.3.2.3 Students’ relationship in collaborative work

The main topic concerned in this section is to know the students’ relationship while working collaboratively in order that this information gathered complement the answer of the question research how students get involved while working collaboratively. The results were obtained from interviews and are presented in the figure below.

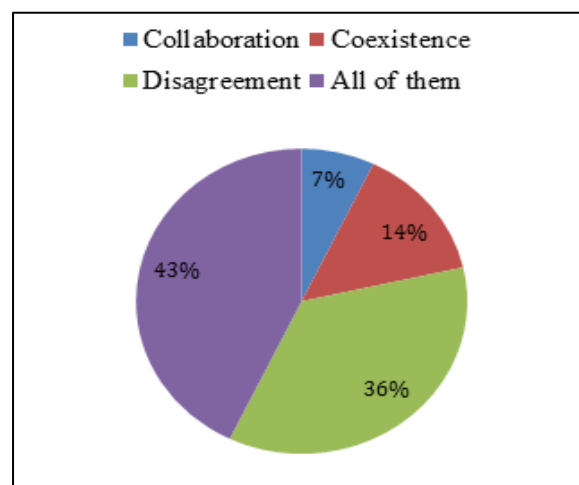


Figure 4.12: Students’ relationship in teamwork

As it seen in the graph above when students work collaboratively 43% mentioned that there is coexistence, collaboration and disagreements during the task. 36% of learners pointed out that there are disagreements during the task. In spite of this 14% said that in their teams there is coexistence and finally 7% mentioned collaboration.

As mentioned by SEP (1993) in students' relationships there may be disagreements, coexistence or collaboration. Sometimes they can achieve to agree with the people being treated; some individuals may have never noticed that in every human relationship have any of the above situations.

4.3.2.4 How Mexican secondary students resolve disagreements in a collaborative work

In this particular context are presented the results of how students resolved disagreements when they work collaboratively. The information is shown below in figure 4.13

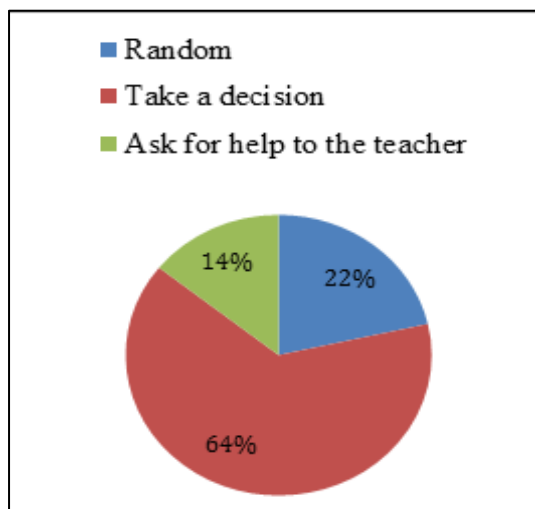


Figure 4.13: Ways of students resolve disagreement

It can be seen above on the one hand that 64% of students take a decision in a collaborative way when there are disagreements in their teams. On the other hand, 22% of

students answered that they resolve their disagreements in a random way. Meanwhile 14% pointed out that they asked for help to the teacher to resolve their disagreements in their teams.

Taking into account the results it is important that students know how to face and resolve disagreements in a collaborative way in order to avoid conflicts between the teams' members and instated of that to have an effective collaboration and achieve their common goals.

In chapter two were stated the following skills to apply and resolve a conflict during working collaboratively that are recommended by Liendo (2008) (cited in SEP, 2013, p.105).

Table 2.6

Skills that apply to resolve a conflict with a collaboration style

Active Listening:	To be able to get in tune with others who is disagree with one's opinion and hear their reasons.
Assertiveness:	To be able to express emotions, desires and points of view
Empathy:	To understand the emotion of the other, even when you are not feeling the same.
Perspective:	To understand that the other constructs reality from a different point of one and that its way of doing it is respectable

Constructive and alternative thinking:	To co-construct a solution different from the one initially devised, intending the data and inputs of the other part and implying a community exit to the problem
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Chart taken from Liendo (2008) (cited in SEP, 2013, p.105)

4.3.2.5 Students' communication in teamwork

Based on the most participants' answers, there is communication while they work collaboratively. The figure 4.14 shows the results of this section.

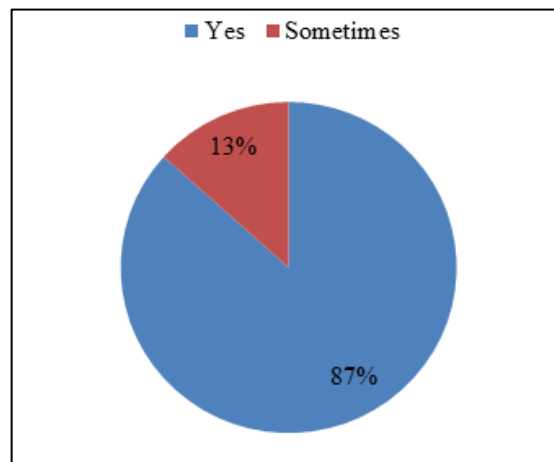


Figure 4.14: There is effective communication in students' teamwork

As presented in the graph above 87% of students pointed out that there is effective communication in their teams and the rest of them, that was a 13% mentioned that sometimes exist effective communication.

To state more information 87% of students who answered that there is effective communication in their teams added:

P.2: *“Si, siempre nos ponemos de acuerdo para los trabajos”.*

P.3: *“Si, nos ponemos de acuerdo”.*

P.4: *“Si, porque todos hablamos acerca del mismo tema”.*

P.6: *“Si, porque nos llevamos bien y damos ideas”.*

P.7: *“Si, todos hablamos de lo que nos parece y lo que no nos parece, y así nos entendemos bien”.*

P.8: *“Si, porque nos llevamos bien y somos amigos”.*

P.10: *“Si, porque nos organizamos para realizar el trabajo”.*

P.12: *“Si, todos somos amigos”.*

P.13: *“Sí porque con todos mis compañeros de salón me hablo bien y pues con cualquier equipo estaría bien”.*

Meanwhile 13% of students who answered that sometimes there is effective communication in their teams added:

P. 9: *“A veces, porque no nos ponemos de acuerdo”.*

P. 14: *“Hay algunos que sí y hay algunos que no escuchan o que simplemente no les interesa hacer el trabajo”.*

In a similar context is considered important to know if students respect and consider their classmates ideas while they work collaboratively. The result of this information is shown in the figure 15 below.

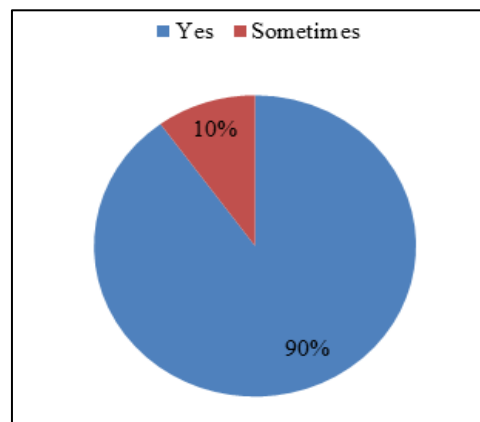


Figure 4.15: Students respect and consider their classmates ideas

The 90% of participants who responded that they respect and consider their classmates ideas added:

P.2: *“Si, bueno depende del trabajo y ya cada quien da sus opiniones y vemos la información”.*

P.7: *“Si, tomamos las ideas y si vemos que no nos pueden ayudar las cambiamos por otras que tengan la misma idea”.*

P.10: *“Si, porque preguntamos primero cómo desean hacer el trabajo y ya después analizamos la cómo se puede hacer”.*

P.13: *“Si, porque aportando ideas puedes hacer un trabajo mejor”.*

P.14: *“Al organizarnos nos damos ideas, luego sometemos a votación y la más votada es la que realizamos”.*

P.15: *“Si, tomamos todas las ideas, pero de ahí seleccionamos la decisión adecuada”.*

Also the 10% that correspond to just one participant who answered that sometimes it respected and considered the classmates ideas added:

P. 5: *“A veces, porque a veces no nos ponemos de acuerdo, pero tratamos de ponernos de acuerdo”.*

As a conclusion to have effective communication in a collaborative work help students to achieve effective collaboration and complete successful their tasks.

4.3.3 To what extend Mexican secondary students consider that they have learnt from others while working collaboratively

The results regarding in the last specific research question is presented below.

Based on the participants' answers taken from the interviews, it was found out that all of them consider that they have learnt a lot from their classmates while working collaboratively, in the next lines the information is presented.

P.1: *“Sí, porque cada uno desempeña diferentes actitudes al trabajar en equipo, la mayoría de esas actitudes son positivas y me ayudan a organizar mis ideas o desarrollar nuevas destrezas”.*

P. 2: *“Sí, mucho, porque hay cosas que no sabía y mis compañeros ya me enseñaron.”*

P. 3: *“Pues sí, de Participante 15 he aprendido a trabajar en equipo y a no estar peleando todo el tiempo y de Participante 14 he aprendido a tomar las cosas de un lado divertido”.*

P. 4: *“Sí, mucho, a trabajar. Cómo trabajan ellos en equipo”.*

P. 5: *“Sí, a colaborar”.*

P. 6: *“Sí. Pues a veces, bueno ellos investigan y saben cosas nuevas y ya me dicen y ya aprendo”.*

P. 7: *“Sí, siempre es bueno tomar lo que te dan los demás para seguir aprendiendo más”.*

P. 8: *“Sí, al trabajar si me complico con algo les pido ayuda y ellos me enseñan cómo y me explican”.*

P. 9: *“Sí, sus formas de pensar”.*

P.10: *“Sí, he aprendido a que tenemos de controlar las emociones al trabajar en equipo y he aprendido a hacer nuevas presentaciones”.*

P. 11: *“Sí, yo he aprendido mucho de ellos”.*

P. 12: *“Sí, como un 80%, todos aprendemos de todos.”*

P. 13: *“Si, he aprendido lo suficiente porque ellos te van enseñando como han hecho sus trabajos y de sus ideas y de las tuyas se puede hacer algo bien”.*

P. 14: *“He aprendido mucho con las personas que me han rodeado”.*

P. 15: *“Mucho, a ser muy creativos, a cómo expresarnos”.*

Bearing this information in mind it can be concluded that working collaboratively as mentioned in chapter I by Igbo, Ikechukwu and Victoria (2015) helps students to learn from each other, contributes to give ideas to students in order to solve problems in teams and helps students to be persistent to get a common educational goal. Similarly, collaborative work has had a positive effect on students' interpersonal skills in both their personal and professional development (Roselli, 2011).

4.4 Chapter conclusion

This chapter presented the results obtained from the three instruments: observations, interviews and stimulated recall protocol. The collected of these data was done with the purpose of providing answers to each of the research questions of this project.

The study will close in the next chapter with a few concluding remarks in relation to the findings that this research revealed.

CHAPTER V: CONCLUSION

5.0 Chapter overview

After having presented the findings of the research, some important conclusions regarding students beliefs' about working collaboratively will be presented. In addition, a reflection of this research and the possibilities for further research will also be mentioned.

5.1 Discussion to research questions, findings and their significance

The present research was a case study that collected the thoughts and opinions of fifteen students from the Telesecundaria School "José Baudelio Candanedo" so no generalizations are expected to be done. The main objectives of this study were to know the secondary students' beliefs about working collaboratively, to know the frequency that they work collaboratively, to identify how they get involved while working collaboratively and to know what extend they consider that they have learnt from others while working collaboratively.

GRQ1: What do secondary students think about working collaboratively?

The answer of this research question is divided in three parts. First students opined what they think about collaborative work. Second, they commented how they prefer working. Finally, they mentioned the factors that they consider should exist while working collaboratively.

Firstly, the results in this study found three different perceptions (positive, neutral and negative) about working collaboratively. On the one hand, most of the participants interviewed agreed about working collaboratively because they consider that in this process they develop skills, they become organized; they have great coexistence working collaboratively because they are supported by their peers in order to do their tasks faster. Also students have a notion about what collaborative work is and they pointed out that is important to establish communication,

support, collaboration, integration and equality among all the members' team. On the other hand, students who stated neutral perception about collaboratively have the concept of being apathetic and remain on the qualities to achieve an effective job skeptical and uncertain because they only focus on the process of their work. Despite of this it is important to highlight that just one student from fifteen had negative perception about collaborative work, so it is considered an opportunity for the teacher to improve the process of collaborative work.

Secondly, regarding on students preferences, this study indicated that most of students prefer and are willing to work collaboratively in order to create zones of proximal development (Vygotsky, 1978) among students, develop skills, construct their own knowledge, and work faster as well as to spend less money when they need to buy materials and get along with their friend. Nevertheless, a minimal percentage prefers working individually as they are individualist and they do not like to complicate with the organization.

Finally, the factors that students consider important while working collaboratively are, in the first place participation and collaboration, followed by organization and responsibility as well as communication. Moreover, they highlighted values such as respect, patience, honesty, equality, solidarity and tolerance should exist to have an effective coexistence and to avoid disagreements.

In broader context women students had a more positive vision about working collaboratively than men and students from fifteen years old had a better understanding about working collaboratively than students from fourteen years old.

SRQ1: How often secondary students work collaboratively?

The results of this specific research question were that students almost always work collaboratively, as most of them pointed out in the interview and as it was corroborated in the observations applied. This means that the teacher encourages and promotes collaborative work in every subject. The assignments that students do collaboratively are mostly presentations, projects, games and other kinds that it depends on the subject which allow the students' development of social and communication skills.

SRQ2: How do secondary students get involved while working collaboratively?

The results of this specific question research found out that, first of all, it must be necessary that students know and understand what working collaboratively consists on in order to motivate the creation of collaborative environments among them; the students' auto evaluation is directed by the teacher who is monitor, designer or instructor while working collaboratively. When students work collaboratively, there are advantages and disadvantages, for example in the observations applied was detected that it exists friendship, collaboration and support among students to achieve common goals, but it was also perceived that when there is disorganization, apathy or indifference and it is reflected in the result of their task. Therefore, it is important that the concepts of values will have to be supported and reinforced.

Apart from the information above, students had positive feelings about working collaboratively. All students pointed out feeling great, happy and supported when they work together. Also most of them have had good experiences working collaboratively because there is communication and their ideas are taken into account and respected.

About students' relationship while collaborative work, 43% of students mentioned that there is coexistence, collaboration and disagreements but 36% of them said that there are disagreements, so it is important that students understand that collaborative work is research, participation and a diversity of thoughts and opinions. On top of that most of students take a decision in group in order to resolve the disagreements, some of them resolve the disagreements randomly, and others prefer to ask for a piece of advice to the teacher.

SRQ3: To what extent do secondary students consider they have learnt from others while working collaboratively?

Mexican secondary students' beliefs as explored in this study are heavily influenced by experiences, beliefs, values, and attitudes. Therefore, collaborative work is powerful for successful learning in the classroom, because students showed their positive attitudes, organized their ideas and developed skills, recognized learning when they learnt from their classmates, accepted teamwork, collaborated, conducted to research , they helped each other, respected and identified their way of thinking, as well as they were able to control their emotions and manifested their creativity, they also learnt to express themselves and developed their communication in a clearer and more spontaneous way, some of them accepted that their learning reaches up to 80% when there is interaction with their teammates at collaborative work.

5.2 Study contributions

By focusing on Mexican secondary students' beliefs, this study attempted to contribute to the investigation and understanding how collaborative work is applied and accepted in a Telesecundaria. These types of investigations contribute to emphasize the use of collaborative work in the classroom.

The insight of this study suggested that encouraging collaborative work in order to students become autonomous, critical, responsible and ambitious in their construction of learning.

As presented in the following section, the results obtained from this present study lead to some contributions in the students' beliefs about working collaboratively.

5.3 Implications

Nowadays, the application of the new study programs, collaborative work must be used to achieve the specific objectives that the current government intends through the SEP, which is to reduce the educational backwardness and motivate students to prepare to give effective services, as good people with research habits and problem solving that arise in their environment, whether economic, social or cultural.

There are limitations in Mexican schools to apply collaborative work because some teachers think it as a waste of time. Thus, it is important to consider that in collaborative work requires collaboration and support from teachers, students, parents and the community in general in order to change the individualist and traditional thinking to a collaborative and critical one.

5.4 Limitations of the study

Even though, the Telesecundaria School supported this research there were some factors that limited this study. The first one could be the amount of time invested in this study. Another one could be the number of participants, it was only one group where there were only fifteen students so the results of this study cannot be generalized. The number of instruments and the number of times they were applied can be another limitation. It would be interesting to carry out

a similar research in the same Telesecundaria School or in other similar institutions to see if there are the same patterns or different ones.

5.5 Reflection

According to the study that was done in a collaborative work environment to students of third grade from Telesecundaria School, it was discovered the students' positive attitude to accept the collaborative work. They discovered that supporting each other collaborative work is faster and communication is important to achieve common goals and to have organization. They strengthened skills, they organized, they lived together and they enjoyed working as a team. Although some of students were apathetic while working in teams this should not be limited in its application. Apart from this most of the students liked to work as a team, they accepted that in collaborative work it must exist participation, collaboration, organization, be responsible, disciplined, develop honest communication, be supportive, tolerant and patient.

The advantage of collaborative work is that 86% of the students consider that it should often be applied, they feel good, they enjoy work and feel supported, they consider their experiences using collaborative work are good, they mentioned that they have had bad experiences, but they will understand that everything is part of their learning. The students' relationship while working collaboratively will always be a pleasant coexistence and they will not be able to avoid disagreements. However, they are aware that in order to solve this problem they must speak and make a positive decision; some even suggest that they solved their disagreements at random or asked for the intervention of the teacher who will intelligently give creative solutions to their problems. It is important that communication improves in the

classroom in order to respect and consider all the ideas presented by the members of the team to generate a significant and an effective learning.

5.6 Directions for Further Research

As was previously stated, this project only provided Mexican secondary students' beliefs about working collaboratively. Thus, other research studies can be conducted to explore the improvement of learning through collaborative work. Also I would like to suggest that the collaborative work be applied continuously without losing sight of the evaluation of the results because to improve the teaching-learning process depends on it. It is also suggested that it not only apply it to secondary students because collaborative work is so functional that it can be applied at all levels so that if today's children learn to investigate, in the future we will have professionals with critical thinking skills and problem solving.

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APPENDICES

APPENDIX A: Observation chart adapted from González (2015)

TASK	OBJECTIVE	MEMBERS OF TEAMGROUP	TIME	INTERACTION T/S S/S	COMMENTS	OBSERVATIONS
					Pre- While- Post-	

Classroom management

Appendix 1

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 LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS



taken from

TASK	OBJECTIVE	MEMBERS OF TEAM/GROUP	TIME	INTERACTION T/S S/S	COMMENTS	OBSERVATIONS
11/12/17	Students have to answer in their own words a question that each one has written related with the topic that they present individually about the game.	5 teams from 4 students	Start 10:45 A.M. to 11:15 A.M. - Break -	Pre-T/S	Pre-Teacher gives and explains the instructions.	-The student responsible of the subject is asking the questions.
La Oca		1 team from 3 students	11:40 A.M. to 12:15 P.M.	While S/S T-monitor	While-Teacher is the monitor and S/S play the game	-In some teams there isn't interaction among all members
History	Teams will get a grade that will depend on the number that they get in the game.	Students form their own team.	1 hour 6 min.	Post-T/S	Post-Teacher checks the result of each team and she gives the results.	-When it exists a disagreement, teacher intervenes. -Students don't see their classmates before answer the question.



Classroom management
 Zones



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TASK	OBJECTIVE	MEMBERS OF TEAM/GROUP	TIME	INTERACTION T/S S/S	COMMENTS	OBSERVATIONS
12/12/17	Students have to create a "home", where they will put together each puzzle pieces. The puzzle pieces are tasks that they will answer in teams. The first team that finish the puzzle and have all the tasks correctly will win.	1 team from 9 SS 2 teams from 8 SS	9:30 A.M to 11:15 A.M -Break- 11:40 AM to 01:20 P.M	Pre-T/S While-S/S T-monitor Post-T/S	Pre-Teacher explains and gives instructions While-SS work Teacher monitors their work and she helps them if it exists doubts Post-Teacher checked each team work and she gave them feedback	Team 1 not all collaborate and just 5 SS are working and the rest of them are talking. Team 2 all members are working and collaborate. Team 3 all members are working but they are not organized.
Puzzle						
Tutorías		Teacher forms the teams				
②						





BENEMÉRITA UNIVERSIDAD AUTÓNOMA DE PUEBLA

FACULTAD DE LENGUAS

LICENCIATURA EN LA ENSEÑANZA DEL INGLÉS



TASK	OBJECTIVE	MEMBERS OF TEAM/GROUP	TIME	INTERACTION T/S S/S	COMMENTS	OBSERVATIONS
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Classroom management

Not tables

APPENDIX B: Interview

1. ¿Qué piensas acerca del trabajo en equipo?
2. ¿Cómo prefieres trabajar, individualmente o en equipo? ¿Por qué?
3. ¿Qué tan a menudo realizas proyectos, trabajos o tareas en equipo?
4. ¿Qué tipo de trabajos realizan?
5. ¿Cuáles son los factores que consideras deben existir dentro del trabajo en equipo?
6. ¿Cómo te sientes al trabajar en equipo?
7. Tus experiencias trabajando en equipo ¿han sido buenas o malas? explica
8. ¿Qué factores consideras que influyeron en tu buena o mala experiencia trabajando en equipo?
9. En la relación con tus compañeros de equipo ¿se presentan momentos de desacuerdo, convivencia y/o colaboración? ¿Por qué?
10. Cuando hay desacuerdo dentro del equipo ¿Qué hacen para solucionarlos?
11. ¿Existe buena comunicación con todos los miembros del equipo?
12. ¿Se respetan y toman en cuenta las ideas de cada miembro del equipo?

Interview 1

Researcher: De acuerdo a las experiencias que tienes, al trabajar aquí con la maestra, en las clases; yo he notado que ustedes trabajan mucho en equipo, ¿Qué piensas del trabajo en equipo?

Participant 1: Así es. Pues que uno aprende varias destrezas al trabajar en equipo, como la organización, como llevar acabo algún trabajo con todos los compañeros, y también aprendemos de la convivencia.

Researcher: Muy bien, ¿Cómo prefieres tú trabajar, en equipo o individualmente?

Participant 1: A mí por ambas partes son lo mismo, así es que me gusta trabajar, en equipo o solo.

Researcher: ¿Por qué?

Participant 1: Porque solo desarrollo algunas destrezas, para elaborar un trabajo y en equipo hago uso de la convivencia.

Researcher: Muy bien, ¿Qué tan a menudo realizas proyectos, trabajos o tareas en equipo?

Participant 1: Casi siempre.

Researcher: ¿Qué tipo de trabajos realizan?

Participant 1: Exposiciones, que son la mayoría de veces.

Researcher: Muy bien, ¿Cuáles son los factores que consideras deben existir dentro del trabajo en equipo?

Participant 1: Primero sería como la colaboración de cada integrante, que todos cooperen, un orden, un vocabulario y nada más.

Researcher: ¿Cómo te sientes, tú, al trabajar en equipo?

Participant 1: Pues me siento bien, porque así interactué con mis compañeros, escucho sus puntos de vista o algunas recomendaciones.

Researcher: Muy bien. ¿Tus experiencias trabajando en equipo, han sido buenas o malas?

Participant 1: La mayor parte malas, porque en los equipos que me han tocado no hacen el trabajo como se debe, bueno andan jugando, y a la hora de entregar el trabajo no me ayudan.

Researcher: ¿Qué factores consideras que influyeron en tu buena o mala experiencia trabajando en equipo?

Participant 1: Los factores que influyeron fueron de que ellos se distrajeran, iban a platicar y estaban jugando nada más.

Researcher: En la relación con tus compañeros de equipo, ¿se presentan momentos de desacuerdo, convivencia y/o colaboración?

Participant 1: Seria más como colaboración y convivencia.

Researcher: ¿Por qué?

Participant 1: En convivencia porque escuchamos las ideas de todos, y en la otra porque todos hacemos el trabajo aunque sea por las buenas o por las malas, pero todos actuamos como un grupo.

Researcher: Muy bien, ¿existe buena comunicación con todos los miembros del equipo?

Participant 1: Si.

Researcher: ¿Se respetan y toman en cuenta las ideas de cada miembro del equipo?

Participant 1: Si, así es.

Researcher: Si no se respetan ¿Qué hacen? o ¿a que acuden? Para que se respeten

Participant 1: Bueno, para tomar una decisión nosotros lo hacemos al azar, así que como que lo ponemos en papelitos y quien saque el papelito, esa idea se va a tomar.

Researcher: ¿Consideras que has aprendido de tus compañeros al trabajar en equipo?

Participant 1: Si, porque cada uno desempeña diferentes actitudes al trabajar en equipo, la mayoría de esas actitudes son positivas y me ayudan a organizar mis ideas o desarrollar nuevas destrezas.

Researcher: Muy bien. Muchas gracias por tu participación.

Interview 2

Researcher: Muy bien. Bueno, te voy hacer una entrevista acerca del aprendizaje colaborativo, que es todo el trabajo en equipo que han hecho, y tus opiniones acerca de todo este tipo de trabajo. ¿Qué piensas del trabajo en equipo?

Participant 2: Pues que a veces está bien ¿no? Pero es que hay veces que algunos compañeros no trabajan.

Researcher: ¿Cómo prefieres trabajar, individual o en equipo?

Participant 2: En equipo.

Researcher: ¿Por qué?

Participant 2: Porque hay cosas que no sé y ya entre todos lo buscamos y le damos una solución.

Researcher: ¿Se ayudan?

Participant 2: Si.

Researcher: ¿Qué tan a menudo realizan proyectos, trabajos o tareas en equipo?

Participant 2: A veces.

Researcher: ¿Qué tipo de trabajos hacen?

Participant 2: Depende de la materia, por ejemplo hoy hicimos de inglés y teníamos que traducir lo del reglamento a inglés.

Researcher: ¿Cuáles son los factores que consideras que deben de existir dentro del trabajo en equipo?

Participant 2: Enfocarnos en el trabajo solamente, responsabilidad.

Researcher: ¿Cómo te sientes al trabajar en equipo?

Participant 2: Pues bien.

Researcher: ¿Por qué?

Participant 2: Porque como ya lo dije, sino sé algo ellos a lo mejor y si saben.

Researcher: Tus experiencias al trabajar en equipo, ¿han sido buenas, o malas?

Participant 2: Si, buenas, solo que el de ahorita no.

Researcher: ¿Por qué?

Participant 2: El de ahorita, porque no nos pusimos de acuerdo bien.

Researcher: ¿Qué factores consideras que influyeron en tu buena o mala experiencia trabajando en equipo? ¿Qué influyo para que no saliera bien hoy tu trabajo?

Participant 2: Pues que no hicimos la traducción los tres y solo dejamos el trabajo a un compañero.

Researcher: En la relación con tus compañeros de equipo, ¿se presentan momentos de desacuerdo convivencia y/o colaboración?

Participant 2: Si, de desacuerdo a veces, porque luego hay cosas que queremos ponerle a nuestro trabajo, por decir decorar o algo así y hay unos que no quieren.

Researcher: ¿Cuándo se presentan momentos de desacuerdo, ¿solucionan algo?

Participant 2: Si lo solucionamos.

Researcher: ¿Existe buena comunicación con todos los miembros de tu equipo?

Participant 2: Si, siempre nos ponemos de acuerdo para los trabajos.

Researcher: ¿Se respetan y toman en cuenta las ideas de cada miembro del equipo?

Participant 2: Si, bueno depende del trabajo y ya cada quien da sus opiniones y vemos la información.

Researcher: ¿Consideras que has aprendido de tus compañeros al trabajar en equipo?

Participant 2: Si, mucho, porque hay cosas que no sabía y mis compañeros ya me enseñaron.

Researcher: Ok, muchas gracias, es todo.

Interview 3

Researcher: ¿Qué piensas del trabajo en equipo?

Participant 3: Que a veces es divertido porque entre todos nos apoyamos y es menos trabajo, pero a veces es algo difícil porque algunos no trabajan.

Researcher: ¿prefieres trabajar en equipo o individual?

Participant 3: En equipo.

Researcher: ¿Por qué?

Participant 3: Porque me puedo reunir con mis amigas y así organizarnos mejor y hacer el trabajo.

Researcher: ¿Qué tan a menudo realizas trabajos, proyectos o tareas en equipo?

Participant 3: Pues, la mitad de los trabajos que nos dejan.

Researcher: ¿Qué tipo de trabajos realizan en equipo?

Participant 3: Exposiciones, murales.

Researcher: ¿Cuáles son los factores que tú consideras, deben de existir dentro del trabajo en equipo?

Participant 3: La organización, el apoyo, y la participación.

Researcher: ¿Cómo te sientes al trabajar en equipo?

Participant 3: Pues cuando estoy con mis amigas me siento bien porque siempre trabajo con ellas, pero cuando trabajo con alguien que no me cae bien o no le hablo siento raro porque tengo que estar con ella y pues me siento mal.

Researcher: Tus experiencias trabajando en equipo ¿han sido buenas o malas?

Participant 3: Ha habido buenas y ha habido malas.

Researcher: ¿Por qué ha sido buena y por qué mala?

Participant 3: Una mala fue cuando hicimos el trabajo con Dulce y por culpa de ella y de Antonio nos redujeron calificación en el trabajo. Y una buena fue que ese trabajo lo terminamos mucho más antes que los demás porque nos estuvimos apoyando.

Researcher: ¿Qué factores consideras que influyeron en tu buena o mala experiencia al trabajar en equipo?

Participant 3: La participación y el orden.

Researcher: En la relación con tus compañeros de equipo, ¿se presentan momentos de desacuerdo, convivencia y/o colaboración?

Participant 3: Si

Researcher: Si tienen desacuerdos, ¿logran solucionarlos, o los dejan?

Participant 3: A veces los dejamos.

Researcher: ¿Existe buena comunicación entre todos los miembros del equipo?

Participant 3: Si

Researcher: ¿Qué recomendaciones para que exista buena comunicación, o como es que hacen que haya buena comunicación?

Participant 3: Hablamos sobre el tema y lo elegimos o si ya nos lo asignaron estamos de acuerdo y elegimos que materiales vamos a necesitar, y que parte nos toca a cada quien realizar.

Researcher: ¿Se respetan y toman en cuenta todas las ideas de cada miembro del equipo?

Participant 3: Si.

Researcher: ¿Consideras que has aprendido de tus compañeros al trabajar en equipo?

Participant 3: Pues si, de Ariadna he aprendido a trabajar en equipo y a no estar peleando todo el tiempo y de Yarimar he aprendido a tomar las cosas de un lado divertido.

Researcher: De acuerdo a tus experiencias, ¿Qué has aprendido al trabajar en equipo?

Participant 3: A organizarme y a respetar las opiniones de los demás.

Researcher: Muy bien. Muchas gracias.

APPENDIX C: Stimulated recall

¿De qué materia es el trabajo?

¿En qué consistió?

¿Cuántos miembros del equipo eran?

¿Quién formo los equipos?

¿Cuánto tiempo tardaron en elaborar su trabajo?

¿Cómo fue la organización para elaborar el trabajo?

¿Al trabajar en equipo, ustedes se comisionaron en algo, o todas trabajar por igual en lo mismo?

¿Cómo se sintieron al hacer este trabajo en equipo?

¿Han tenido momentos de desacuerdo al trabajar en equipo?

¿Cómo resuelven el desacuerdo?

Stimulated recall protocol 1

Researcher: Bueno, me pueden platicar acerca del trabajo que realizaron, ¿de qué materia es? ¿en qué consistió? ¿Cuántos miembros del equipo eran?

Participant B1: Del equipo somos tres, el trabajo es de inglés y consistió en elaborar un cartel de las faltas que perturben el orden.

Participant A1: Del libro del manual para la convivencia escolar, y bueno hay imágenes y todo.

Researcher: ¿Quién formo los equipos?

Participant A1: Nosotros. Nos dio a escoger la maestra.

Researcher: ¿Cuánto tiempo tardaron en elaborar su trabajo?

Participant B1: 45 minutos.

Researcher: ¿Cómo fue la organización para elaborar el trabajo?

Participant A1: Bueno Juanita recortaba las hojas, Leslie y yo íbamos escribiendo y entre todas pegamos.

Researcher: Y para la traducción, ¿Cómo fue? ¿Qué hicieron?

Participant B1: Nos reunimos y lo traducimos entre las tres.

Researcher: ¿Al trabajar en equipo, ustedes se comisionaron en algo, o todas trabajar por igual en lo mismo?

Participant A1: Entre todas lo hicimos-

Researcher: ¿Cómo se sintieron al hacer este trabajo en equipo?

Participant B1: Normal, como siempre. Porque siempre trabajamos las tres y ya sabemos cómo trabaja cada una entonces ya no se nos dificulta.

Researcher: ¿Han tenido momentos de desacuerdo al trabajar en equipo?

Participant A1: Sí, si hemos tenido un buen de desacuerdos.

Researcher: ¿Cómo resuelven el desacuerdo?

Participant B1: Por decir somos cuatro y tres decimos lo mismo, o dos lo mismo, pero casi siempre decimos tres opiniones diferentes y entonces un compañero es el que tiene que decidir y ya nosotros nos acoplamos a los que decida.

Researcher: Bueno, muchas gracias eso es todo.

Stimulated recall protocol 2

Researcher: Bueno, ustedes realizaron este trabajo, ¿de qué es?

Participant A2: Sobre el reglamento escolar, de conductas que pueden llegar a perturbar mucho el orden, por ejemplo copiar en exámenes, utilizar aparatos sin autorización del profe, etc.

Researcher: ¿De qué materia es el trabajo?

Participant B2: Es de inglés pero también se incluye lo de tutoría y lo que viene siendo lo de convivencia escolar.

Researcher: Al realizar este trabajo en equipo, ¿Quién formo el equipo?, ¿la maestra o ustedes?

Participants A2 B2: Nosotras.

Researcher: ¿Cómo fue formado su equipo?

Participant B2: Por nosotras dos y unas dos amigas más.

Researcher: ¿Todas son amigas y se llevan bien?

Participants A2 B2: Si.

Researcher: ¿Cómo se sintieron al realizar este trabajo en equipo?

Participant A2: Al principio no sabíamos cómo organizarnos, no sabíamos quién iba a hacer el título, como iba a hacer la forma del título, las letras, la decoración, las imágenes, y ya cuando trajimos el material ya se empezó a realizar el trabajo.

Researcher: ¿Todas hicieron lo mismo o se repartieron comisiones?

Participant B2: Nos repartimos las comisiones, mientras una escribía sus partes, otras traducían e íbamos pegando las imágenes, cada quien iba escribiendo su parte y lo iba traduciendo.

Researcher: ¿Qué me cuentan de su experiencia al trabajar este cartel que hicieron?

Participant A2: Pues la verdad como que al principio nos divertimos haciendo porque cuando no nos poníamos de acuerdo nos poníamos a hacer chistes y eso del trabajo, pero ya después nos fuimos organizando para recortar las hojas, hacer el tamaño, quien iba a traer las cosas, quien iba a hacer los dibujos, quien iba a traer imágenes, quien iba a traducir, quien iba a hacer la que leyera o explicara.

Participant B2: Estuvo bien porque así aprendemos a, aparte de convivir aprendimos a organizarnos, porque luego uno se enreda con lo que tiene que hacer, entonces ya en equipo ya nos vamos organizando y vamos viendo a cada quien lo que le toca.

Researcher: ¿Existió algún desacuerdo entre sus integrantes del equipo al realizar el trabajo?

Participation B2: Pues yo diría que sí, porque una estaba en que haz el título y la otra como que no quería y necesitábamos más espacio y todo estaba desordenado, entonces como que nos poníamos más de malas y el tiempo se había terminado.

Researcher: ¿Cómo resolvieron ese desacuerdo?

Participant A2: Poniéndonos de acuerdo en quien iba hacer el título y ya se decidió, quien iba a traducir, algunos decidieron que iba a ser la misma persona, otros decidimos traducirlo individualmente. Y pegar las imágenes, en eso no nos pusimos tanto de acuerdo así que las pegamos aleatoriamente.

Researcher: ¿Cuánto tiempo tardaron en realizar el trabajo?

Participant B2: Como una hora u hora y media.

Researcher: ¿Se respetaron todas las ideas de sus compañeras de equipo?

Participant A2: Si.

Participant B2: Como que no porque unas tenían la idea de poner el texto y unas imágenes revueltas y otras más inclinada y una de nosotras dijo que no inclinadas porque se iban a ver chuecas y pues tratábamos de ponernos de acuerdo.

Researcher: ¿Cómo fue que tomaron la decisión para que les quedara así su trabajo?

Participant A2: Pues principalmente la organización y la responsabilidad de cada una, algunas no tradujeron el texto cuando era de tiempo y lo estaban haciendo cuando ya se iba a terminar.

Researcher: ¿Cuál fue su experiencia al realizar este trabajo? ¿Fue buena, o fue mala, o fue regular?

Participant A2: Regular

Participant B2: Yo digo que fue, pues si regular porque hubo unas en las que ya nos hartábamos de que no se hacía lo que uno dice y en otra buena porque aprendemos a convivir y a aprender a

Participant A2: A escoger diferentes ideas de los demás.

Participant B2: Aja, a escoger diferentes ideas y pues a hacer todo en equipo, o sea no nada más a lo que diga una, es lo que digan todas.

Researcher: ¿Algo que quieran agregar?

Participant B2: Pues estaría muy bien que todas las escuelas aprendieran esto, a trabajar en equipo y que tuvieran una convivencia sana porque también si no se llegan a acuerdos pues no se va a poder trabajar de ninguna manera, incluso yo creo que ni individualmente te vas a entender a ti mismo.

Researcher: Muchas gracias señoritas, gracias por su participación.

Stimulated recall protocol 3

Researcher: Cuéntenme, este trabajo ¿de qué materia es?

Participants A3 B3: De inglés

Researcher: ¿En qué consistió? ¿Qué tenían que hacer?

Participant A3: Es hacer una pequeña parte del reglamento de la escuela, y nos tocó la parte de la discriminación.

Researcher: ¿Cómo realizaron este trabajo?

Participant B3: Nos organizamos para sacar la traducción de toda la información que venía en el libro de convivencia escolar, conseguimos varias imágenes, después visualizamos con que material íbamos a trabajar y cómo íbamos a poner cada cosa.

Researcher: ¿Se dividieron las tareas a realizar o todos lo hicieron juntos?

Participant A3: Nos dividimos. Yo traje las hojas de colores, y la tela y Giovanni trajo imágenes, y nuestro compañero Jaime nos trajo la traducción.

Researcher: ¿Quién formó el equipo, y por cuántos miembros está formado su equipo?

Participant B3: Lo conformo mi compañero Lorenzo, mi compañero Jaime y yo. Quien lo organizo fue Lorenzo.

Researcher: ¿Cuánto tiempo se tardaron al realizar este trabajo?

Participant A3: Como cuarenta minutos, menos media hora.

Researcher: ¿Tuvieron desacuerdos al realizar el trabajo?

Participant A3: Si, en cómo íbamos a acomodar las cosas.

Researcher: ¿Solucionaron estos desacuerdos?

Participant B3: Si, porque nos organizamos para acomodar las imágenes y los escritos por mitades. A uno le toco la parte de arriba, a otro la parte de en medio y otro la parte de abajo.

Researcher: ¿Se respetaron todas las ideas de los miembros del equipo?

Participant A3: Yo creo que sí, porque todos aportaron una parte, todos aportaron ideas y tratamos de integraras al trabajo.

Researcher: ¿Cuál fue su experiencia al hacer este trabajo en equipo?

Participant B3: La experiencia que desempeñamos, fue muy agradable porque convivimos y compartimos ideas para solucionar nuestro problema de cómo organizar todo y que nos quedara bien.

Researcher: ¿Su experiencia ha sido exitosa al realizar su trabajo?

Participant A3: Si, porque conseguimos un buen resultado.

Researcher: Algo que quieran agregar acerca de esta experiencia de trabajar en equipo, o específicamente al hacer este trabajo.

Participant B3: La experiencia que podemos decir es que fue muy agradable porque cada quien tuvo una idea diferente y esas ideas diferentes nos pueden servir para diferentes trabajos, no solo para uno. Y también porque compartimos ideales, compañerismo en especial.

Researcher: Bueno, muchas gracias por su participación.