

Annotated Bibliography

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<p>Area of Focus/Problem Statement</p>	<ul style="list-style-type: none"> • Collaborative competences. My students are having a challenging time sharing their thoughts and/ or ideas as well as collaborating with one another in the classroom setting.
<p>Initial Research Question</p>	<ul style="list-style-type: none"> • In what ways do students benefit from collaborative learning and what does it look like? • What happens to students' social skills and classroom environment through the implementation of learning environment that is intentional and engaging?
<p>Revised Research Question</p>	<ul style="list-style-type: none"> • In what ways, do student's benefit from collaborative learning and what does it look like amongst the interactions between the students and their peers? • What happens to students' conversations and the classroom environment through the implementation of a learning environment that is intentional and engaging
<p>Revised Research Question</p>	<ul style="list-style-type: none"> • What happens to students' use of language (expressive), reciprocal communication and conversation, when engaged in learning experiences that are cooperative and require team building?
<p>Revised Research Question</p>	
<p>Final Research Question (research proposal version)</p>	

Source #1: Social Effects of Collaborative Learning in Primary Schools

Tolmie, A. K., Topping, K. J., Christie, D., Donaldson, C., Howe, C., Jessiman, E., Livingston, K., & Thurston, A. (2010). *Social effects of collaborative learning in Primary Schools*. Learning and Instruction, 20(3), 177 -191.

Summary: This study looks at the social effects of collaborative learning in primary schools on children who are between the ages of nine through twelve. Data was collected on student interactions and teacher ratings of group work skills. The article suggests that the benefits of collaborative learning have separate outcomes of group work and that initial training in group skills may enhance the social benefits of collaborative learning. The journal looks at cognitive and social gains and cooperative and collaborative learning. A pattern emphasis on that cooperative and collaborative learning comes from peer interactions because of the exchange of information and ideas that students share when they are in groups. There is an emphasis regarding the benefits of cooperative and collaborative learning which include the improvements in participants conceptual grasp and application of skills. Data is collected regarding classroom relationships and the teachers' perceptions on the impact on the class back-to-back and collaborative learning skills.

Reflection: Although this study looks at children in primary schools, the same concept applies through my study that there is a correlation between collaborative learning and academic success. The journal shows me that children are able to successfully build relationships had an early age the level of academic success that they have in the future will be greater because they would have built a foundation from the beginning. I like how the author shares information that students learn from one another when they are divided into groups or having peer-to-peer interactions and are sharing information with one another whether it be academical or personal.

Source #2: Independent and Collaborative Writing in a Kindergarten Classroom

Singh, S. (2010). Independent and Collaborative Writing in a Kindergarten Classroom. *Journal of Reading Education*, 36(1), 48–53.

Summary: The focus of the study is to examine the difference between independent texts of a Kindergarten class related to their text once being taught collaborative skills. Also looking at the independence level of a child in collaborative writing. In this the author analyzes students writing in kindergarten classrooms to identify common challenges that the students are having and implement strategies to develop their level of work that is being produced according to the common core standards. The goal is to ensure that all students are career ready or college ready at all grade levels. Questions what support systems exist within individual schools to make sure that the expectations in the common core standards are being achieved. With those questions the author investigates through collaborative inquiry slash action research student writing samples in kindergarten classrooms to identify common challenges and develop strategies that will increase the level of work that is being produced by the kindergarteners. Suggest that if we want students to grow as writers, they need to develop an identity of themselves from the beginning, which stems from being able to express themselves through writing. Students are provided with writing opportunities from a young age, so it is important that we help students with their writing ability.

Reflection: The researcher provides evidence on the difference between writing of students who work independently and those who work collaboratively. Looking at the benefits of collaborative learning, this research allows me to see the benefits of independent writing as well. I like the author creates an emphasis on writing and how teachers should be expected to teach students how to write, how to value their writing, and how to look forward to it. The author also talks about had no two children's paths look the same but if we provide children with lessons pertaining to early literacy development that are rich, we can students reach academic success. Toward the end of the journal the author suggests that collaboration intersected into schools show better student outcome and better teacher engagement. This study also made me think on how collaboration and collaborative lessons can not only help the students but also the teachers.

Source #3: Cooperative Learning and Support Strategies in the Kindergarten

Lepičnik Vodopivec, Jurka. “*Cooperative Learning and Support Strategies in the Kindergarten.*” *Metodički Obzori/Methodological Horizons*, vol. 6, no. 2, 2011, pp. 81–91.

Summary: This study is questioning the characteristics of cooperative learning in a kindergarten system. What effect does cognitive development have on cooperative learning and how can educators support cooperative learning in kindergarten while considering interests and initiatives? The author put an emphasis on how important the role of an educator is in preparing the environment for a child's active learning. The authors suggest that it is the educator's role to organize the environment, establish an atmosphere of positive social interactions, encourage children's activities pertaining to solving problems and verbal reasoning and planning experiences that are based on children's activities and interest. The article refers to children as active participants in their learning. In the article the author suggests that learning is the most successful if it is done through independent searching and thinking. The author says that because humans are social beings and life in a community and intensive interaction with other humans are prerequisites for our development it is important that in early stage of life, we are providing children with quality relationships.

Reflection: The relevance that this study has pertaining to my research study is the idea that cooperative learning is affected by development stages especially in the early years, like in kindergarten. The study looks at how cognitive development plays an important role in cooperative learning because of the social skills that they need to learn how to cooperate. I got this study really looks at how important relationships with family and peers play a big part in a child's education. Children who are able to interact with other children share their feelings and develop strategies for coping with problems will have a better chance at academic success. I like how the author ended the journal by summing it up that life is a constant interaction with others therefore we need to support children at an early age to develop social competences.

Source #4: Teamwork Helps Struggling Readers: Response-to-Intervention Program Pairs SLP, Reading Teachers

Ciampaglio, Sue. “*Teamwork Helps Struggling Readers: Response-to-Intervention Program Pairs SLP, Reading Teachers.*” *The ASHA Leader*, vol. 13, no. 13, 2008, pp. 22–23.

Summary: This study looks at students who have entered kindergarten with low reading readiness skills and the correlation between them and reading achievement. The author suggests a new approach that incorporates a response to intervention model using a collaborative learning format period. Weekly lesson plans which are revised regularly to meet students' response and needs. The author questions how struggling readers may benefit from collaborative learning?

Reflection: The study is relevant to my research because it shows the effects of what teamwork/ collaborative learning has on students who are struggling in reading. It gives my research the evidence needed to demonstrate that collaborative learning is beneficial for students. Although this study is quite short it quickly documents data, analyzes what changes should be made, and records the results that show how children who are struggling and reading can benefit from teamwork.

Source #5: The impact of expressive language development and the left inferior longitudinal fasciculus on listening and reading comprehension.

Del Tufo, Stephanie N., et al. "The impact of expressive language development and the left inferior longitudinal fasciculus on listening and reading comprehension." *Journal of Neurodevelopmental Disorders*, vol. 11, no. 1, Dec. 2019, <https://doi.org/10.1186/s11689-019-9296-7>.

Summary: This study looks at the first three years of life and how children begin to develop speech and language at such a young age forming the foundation of language. Looking at expressive language milestones such as a child's first words and comprehension. Thus, having poor listening and reading comprehension skills then affecting them in a school setting. Arthur really breaks down what a child's first words should look like and what their reading comprehension should look like in the early stages of life and when they begin school. The author states that children with language comprehension delays in early childhood will demonstrate incompetencies in school.

Reflection: What this study shows is what will happen throughout a child's education if they don't receive early intervention when it comes to their language and comprehension skills. In my study I can see that those children in my class who are scoring lower in comprehension were also scoring lower in academics. With the help of the implementation of lessons based on collaboration and cooperation the children have already shown some improvement.

Source #6: Children with slow expressive language development

Nippold, Marilyn A., and Ilsa E. Schwarz. "Children with slow expressive language development." *American Journal of Speech-Language Pathology*, vol. 5, no. 2, May 1996, pp. 22–25, <https://doi.org/10.1044/1058-0360.0502.22>.

Summary: In this article, the author goes over the history of slow expressive language development and how it is significant and the contribution to literature only talking children. The author says that those children who show weaknesses in language are significantly educational

handicapped. Children who scored higher on reading recognition and reading comprehension had higher language abilities. The child's ability to match and name letters, read single words out loud, were compared to their expressive language development. The author talks about how a child should be observed in the classroom across a variety of academic tasks amongst their true peers and with their teacher to provide an insight on the student's strengths and weaknesses. The authors suggest that children who have problems with reading in grade school most likely had a delay in language development at a young age.

Reflection: I connected this article to my study regarding language development and how it can play a factor in a student's academic achievement. Children who can express themselves also show the ability to two name letters and read single words out loud whereas children who have a hard time expressing their thoughts and needs cannot demonstrate would they know academically.

Source #7: Introduction to Desired Results

California Department of Education. (2021) *Introduction to Desired Results*.
<https://www.cde.ca.gov/sp/cd/ci/desiredresults.asp>

Summary: The introduction to desired results website go over the background of the desired results and defines each measure that is used with children from birth throughout grade school. The website provides information on where the measures are developed and how they are developed to measure a child's progress toward desired outcomes. It gives information on how the system aligns to the states learning and developmental foundations for early education and content standards for kindergarten. With the rating scale also comes with a parent survey that supports the child's learning and development and what the teachers are seen in the classroom setting period

Reflection: I chose the desired results rating scale because it measures children across many developmental stages over a course of time. Each child then gets a rating in which the teacher is able to use to develop lessons to get the child to the next developmental stage. It is easy to use the information to collect data, analyze data, and group data in a variety of ways.

Source #8: A new generation of evidence. Family Is Critical to Student Achievement

Henderson, Anne, and Nancy Berla. *A New Generation of Evidence: The Family Is Critical to Student Achievement*. Center for Law and Education, 1997.

Summary: This book is a collection of articles that all support the notion that family relationships are critical to student achievement. There are a variety of topics from strategies that support children's school achievement, parent involvement, how parenting can positively affect student achievement, and why family matters. The whole concept of the book is to prove that when schools work together with families to support learning children not only succeed in school but also in life. It talks about how schools should support families and how families can help schools with the education of their children. Schools that work with their families see improved teacher morale, higher student achievement, and higher teacher ratings by the parents.

Reflection: This book helps my study with the idea that relationships and interactions play an important role in the education of children. Again, tying academic achievement to positive relationships and interactions. There is a lot of evidence in this book to support my study and how students can benefit from a collaborative environment.

Source #9: The social competence concept development in higher education.

Summary: This journal looks at how humans are connected in life and how we are linked to one another and what it can do to our academical ability. The study looks to understand how social competences in education are correlated with social interactions. It looks at how social interactions are developed, different types of relationships, and how relationships play a very important role in both the personal life of individuals and the future development of society period. Study really goes over what social competence is and how it should be defined. It goes over the different areas of social competencies and lists a variety of components. The study then looks at social competence in education: skills and learning environment.

Reflection: What I like about this study is the emphasis on how the learning curriculum shredding includes social interactions to support learning development. There are different views in this study, but that one that I am using to tie to my study is that social interactions help ensure more efficient learning.

Source #10: Developmental Relationships and School Success: How Teachers, Parents, and Friends Affect Educational Outcomes and What Actions Students Say Matter Most

Sethi, Jenna, and Peter C. Scales. "Developmental relationships and school success: How teachers, parents, and friends affect educational outcomes and what actions students say matter most." *Contemporary Educational Psychology*, vol. 63, Oct. 2020, p. 101904, <https://doi.org/10.1016/j.cedpsych.2020.101904>.

Summary: The article explores how students' relationships with their teachers, parents, and friends impact their academic success. Study breaks down the three different types of relationships teachers, parents, and friends and how each directly impacts academic experiences and successes. Each type of relationship is examined on how it can gravely impact a student's academic experience and achievement.

Reflection: What I liked about this study is that not only does it look and peer to peer interactions, but also teacher interactions and parents' interactions. It breaks down each type of interaction and how they can have a positive or negative impact on a student's success. I can easily tie this study to be with the notion that students who work collaboratively together and are able to build relationships with another have a higher chance of success in school.