



# A brief note on significance of collaborative Learning

E Leon\*

Department of Education, University of Cyprus, Nicosia, Cyprus

\*Corresponding author. E-mail: [evileon@gmail.com](mailto:evileon@gmail.com)

**Received:** 01-Jul-2022, Manuscript no: GJTE-22-71711, **Editor assigned:** 04-Jul-2022, PreQC no: GJTE-22-71711 (PQ), **Reviewed:** 21-Jul-2022, QC no: GJTE-22-71711, **Revised:** 29-Jul-2022, Manuscript no: GJTE-22-71711 (R), **Published:** 05-Aug-2022, DOI: 10.15651/GJTE.22.10.027

## DESCRIPTION

In order to make decisions and keep their organization prospering, members of a leadership team engage in collaborative leadership, a management approach. The traditional top-down leadership strategy of the past, in which high-level executives made decisions that trickled down to staff without providing any insight into how or why those decisions were made, has been replaced by this type of leadership among managers today.

The collaborative leadership paradigm, in contrast to this antiquated top-down strategy, has many advantages for organizations. At the executive level, it promotes camaraderie among managers, enabling them to act swiftly and wisely, establish and uphold the company's basic principles, and strategically solve problems as a single, cohesive team. Employees will see that high-level teamwork is valued and that they should approach their work in a similar team-based manner.

Collaborative leadership is difficult to implement, especially for executives who may be accustomed to traditional organizational structures (and the level of authority that comes with that). It first and foremost calls for being receptive to fresh perspectives. Giving every employee the opportunity to meaningfully participate to projects that may fall outside of their areas of expertise or have nothing to do with their regular duties would accomplish this.

The notion of learning known as the zone of proximal development is the foundation of collaborative learning. Tasks that learners can and cannot complete typically exist. The zone of proximal development, which is a group of things that a learner can learn with assistance, lies between these two domains. The learner's collection of skills that are still developing can be discerned from their zone of proximal development. Collaborative learning is one of the notions of group learning that have been created room for by this.

Collaborative learning is frequently used as a catch-all word for a number of educational approaches that

incorporate students' or students' and teachers' intellectual cooperation through participation in interdependent learning activities. Many believe that doing so helps kids learn more successfully and quickly than they would if they were left to their own devices. Students are able to learn more material by engaging with one another and ensuring that everyone understands, students retain more information from thoughtful discussion. These are some advantages of collaborative learning activities.

In higher education, encouraging collaborative learning may also help to enhance the learning environment. Kenneth Bruffee conducted a theoretical examination of the situation in American higher education. Bruffee wanted to reinvent academic collaborative learning. Teaching the students that learning is a shared activity can help them become more involved and thoughtful learner's more than just adding additional interdependent activities.

Cooperative, problem-based learning showed improvements in student engagement and recall of classroom material as compared to more conventional techniques where students passively absorb information from an instructor. Academic success and student retention in the classroom are also improved. In K-12 and college classrooms, a meta-analysis comparing small-group work to individual work found that students working in groups achieved significantly more than students working alone. The most effective learning teams typically consisted of three to four people, with lower-ability students performing best in mixed groups and medium-ability students performing best in homogeneous groups. Group ability levels had no bearing on pupils with greater levels of aptitude. More than 40 studies of English classes in elementary, middle, and high schools found that discussion-based teaching methods helped students from all racial and socioeconomic backgrounds develop their reading comprehension and critical-thinking abilities. The perceived grasp of the main plot points and characters was increased by discussions lasting as little as ten minutes with three participants.