



Word Game with EFFECT

1. Suggestions for some other words to choose from to add to the 'game' using only words beginning with E, F, F, E, C, T.
2. Suggestion about one way to construct a 'game' using cards follows the list of words (nouns, adjectives or adverbs) plus possible extensions and spin-offs.

E

empathy	empathetic	engaging	enthusiasm	engagement
encouragement	encourage	elicit	empower	encourage
enterprise	encourage	effect	earnest	educe
effort	efficient	eager	egalitarian	elaborate
elevate	emancipation	embrace	endow	engage
emulate	embody	empirical	enlighten	enhance
enrich	estimate	excel	ethical	effuse
exciting	ease	elect	equality	elect

F

fervour	forethought	fairness	facilitate	friendship
friendliness	fusion	further	furbish	fulfill
friendly	fruitful	freedom	fraternity	frank
fuel	foundation	forthcoming	forum	foresight
formative	forge	following	flexible	fertile
feasible	fair	faculty	feedback	fellowship

C

cooperate	cooperation	collective	calm	consider
consideration	conciliatory	compassion	competition	competitive
consoling	consultation	consulting	console	consult
commitment	careful	certainty	challenge	change
changeable	choice	circular	civility	coalition
coherent	cohesive	collateral	collective	combination

T

trust	time	tenacity	truth	truthfulness
thoroughness	thoughtful	triage	talk	tact
topicality	tales	tangent	tangible	target
teaching	team	technology	telegraphic	temperate
template	tenable	texts	theory	terminological
tactician	test	theoretical	therapeutic	thinker
toleration	transmit	tradition	trainer	transferable



Level 0

The lead-up to this game could be having a large chart with all (or a selection of) these words on it simply asking people what they understand by these terms. This in itself will provoke discussion. Then, tie it into collaborative learning and firstly what conditions are necessary for CL to take place by:

- One way of 'playing' or making a game of the process
- Write all the chosen words on blank playing cards (or cardboard) [a sophistication could be to use different colours, sorted by the initial letter – reason for this will become clear later in this explanation) Provide a pile of blank cards for the players to use later.
- Divide the group into pairs.
- Give each pair a simplified outline of the MF showing the agreed categories etc.
- Large enough for the cards to be placed on it. (I'm referring to it as a 'Grid')
- Explain the purpose of the exercise (this could be varied in degrees of sophistication starting perhaps with (a)

Level 1

Instructions:

- Look at these words and through discussion with your partner place them where you think they best fit in the GRID (or whatever you decide to call it)
- *Make a note of any word where you disagree initially where the word should be placed. If you agree a word 'fits' in more than one place then make another on a (similarly coloured) blank card and place it there.*
- The notes they make here could be part of their data/evaluation of their increased understanding of CL, by acting as a base-line to be referred to further into their practical experience of CL. This could be part of self and project evaluation.
- Ask the pair to make a photo or diagram of their filled in "Grid". (the different colours will then make it clear what cuts across areas).
- Then, depending on the time available or in the next session either:-
- Share these initial 'pair' results in a seminar session (recording similarities and differences and justifications/reasoning behind them) and produce a "Grid" agreed upon by the whole group.

OR (probably more productive)

- As the pair to join with another pair, each presenting their "Grid" and through discussion arrive at a consensus "Grid" for the sub-group.
- Record result as before (pictorial for Grid, written or recorded for discussion)
- Then jointly with the whole group come to a consensus – or not
- Again, the discussion and reflection can lead to both individual and shared learning – valuable self- and group monitoring (this again can be part of the evaluative data)

Level 2

A step on from this would be to get the partners (or sub-group or whole group) to put in the words into what they felt was the hierarchal order within each section of the grid.

This sort of approach can of course be used with other words or phrases attached to collaborative learning using other letters of the alphabet A videoed discussion group about how they felt when having to collaborate in this way, would be a self-produced tool to be added to the support material EFFECT is placing on the web.

Alternatively an interview with both members of a pair separately could produce a useful tool. Or a survey/questionnaire taking in the context of the collaborative learning project being conducted by the particular group asking about their feelings, apprehensions, learning, whether they felt they had learned from others, offered something useful themselves, had changed their views (and how) as a result of taking part etc.